

A STUDY OF ATTITUDES IN THE AREA OF
SUPERVISOR-NON-SUPERVISOR RELATIONS
BETWEEN GROUPS OF NAVY AND CIVILIAN,
MALE AND FEMALE, PERSONNEL

SAMUEL LAWRENCE SCHARF, JR.

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A STUDY OF ATTITUDES IN THE AREA OF
SUPERVISOR-NON-SUPERVISOR RELATIONS BETWEEN
GROUPS OF NAVY AND CIVILIAN, MALE AND FEMALE, PERSONNEL

A THESIS

SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for the degree
MASTER OF ARTS

DIVISION OF CORRELATED STUDIES

By

SAMUEL LAWRENCE SCHAEF, JR.

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EVANSTON, ILLINOIS

July, 1949

THESES
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UNIVERSITY OF MICHIGAN

A STUDY OF ATTITUDE IN THE AREA OF
SUPERVISOR-SUBORDINATE RELATIONSHIP
GROUPS OF SALES AND CIVILIAN, SALES AND CIVILIAN, FARMWORKERS

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BY

LEONARD L. BROWN, JR.

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ANN ARBOR, MICHIGAN

1961, 1962

ACKNOWLEDGMENT

I acknowledge with deep appreciation the assistance and guidance of Dr. Robert E. Klemmer throughout this project.

I further appreciate the assistance rendered me in the field of statistical techniques and methods by Dr. E. L. Clark.

PROPOSITION.

Let f be a function

defined on the interval $[a, b]$ and let F be a function defined on the interval $[a, b]$ such that

$$F'(x) = f(x) \quad \text{for all } x \text{ in } [a, b].$$

Then the definite integral of f over the interval $[a, b]$ is given by

$$\int_a^b f(x) dx = F(b) - F(a).$$

Proof. Let P be a partition of $[a, b]$ and let ξ_i be a point in the subinterval $[x_{i-1}, x_i]$.

$$\int_a^b f(x) dx = \lim_{\|P\| \rightarrow 0} \sum_{i=1}^n f(\xi_i) (x_i - x_{i-1}).$$

Since $F'(x) = f(x)$, we have

$$F(x_i) - F(x_{i-1}) = \int_{x_{i-1}}^{x_i} f(x) dx.$$

$$\sum_{i=1}^n (F(x_i) - F(x_{i-1})) = \sum_{i=1}^n \int_{x_{i-1}}^{x_i} f(x) dx.$$

$$F(x_n) - F(x_0) = \int_{x_0}^{x_n} f(x) dx.$$

$$F(b) - F(a) = \int_a^b f(x) dx.$$

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TABLE OF CONTENTS

Section		Page
I	INTRODUCTION	1
II	STATEMENT OF THE PROBLEM	2
III	CONSTRUCTION OF THE INSTRUMENT	7
IV	TESTING PROCEDURE	12
V	FACTUAL PRESENTATION OF THE DATA	17
VI	INTERPRETATION	22
VII	SUMMARY AND CONCLUSION	25
	BIBLIOGRAPHY	25
	APPENDIX A: Questionnaire	29
	APPENDIX B: First two pages of the questionnaire altered for Groups V and VI	70
	APPENDIX C: Selected answers of groups I-VI on Questions 1-3	71

1944-1945 SUMMARY OF RESULTS

Year	Summary of Results	Amount
1	1944-1945	1
2	1945-1946	12
3	1946-1947	11
4	1947-1948	10
5	1948-1949	9
6	1949-1950	8
7	1950-1951	7
8	1951-1952	6
9	1952-1953	5
10	1953-1954	4
11	1954-1955	3
12	1955-1956	2
13	1956-1957	1
14	1957-1958	0
15	1958-1959	0
16	1959-1960	0
17	1960-1961	0
18	1961-1962	0
19	1962-1963	0
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78	2021-2022	0
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83	2026-2027	0
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95	2038-2039	0
96	2039-2040	0
97	2040-2041	0
98	2041-2042	0
99	2042-2043	0
100	2043-2044	0

Section I

INTRODUCTION

In the Naval Establishment there are many activities where we find both military and civilian personnel, male and female, working in various combinations and levels of supervision. The complexities resulting from these various interrelationships constitute a large proportion of the personnel problems that the executives and supervisors must face and attempt to solve.

In great part certain personnel problems arising from such special situations are: (a) Navy personnel supervising civilian employees; (b) civilian employees supervising Navy personnel; (c) Navy personnel supervising Navy men, and (d) women supervising men, grow out of the attitudes these groups have towards themselves and each other. Anyone who has ever had a job knows that if he does not get along with either his supervisor or his co-workers the job is unsatisfactory as far as that worker is concerned. Usually the conflicts that he has are the results of attitudes towards his supervisor and co-workers. Thus (3, p. 44) refers to this attitude when he states:

Attitudes have attitudes which result in tendencies to respond positively or negatively to another person, a group of people, an object, a situation involving objects and people, or an idea. Very often the possession of an attitude results when the individual is reared in a prejudiced direction. This being so, a knowledge of the attitude allows for the prediction of behavior.

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It is the duty of every musician to be well informed as to the
state of the music business, and to be able to give an account
of his own position in it. It is also his duty to be able to
give an account of the position of the music business in
general, and to be able to give an account of the position
of the music business in his own country.

The first duty of every musician is to be well informed as to
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In the naval establishment many of the personnel problems that we face are the results of the attitudes on the part of both the supervisor and the supervised, the same as is true in the industrial world. Only in addition to the interaction of civilian upon civilian, male and female, we in our problems must face the additional interaction of military personnel, male and female, upon not only other military personnel, male and female, but also upon civilian personnel. The morale in any organization--the will to do the job assigned--depends in large part upon the kinds of relationships that exist between the supervisory and non-supervisory personnel, Navy and civilian, male and female.

A report (14, p. 1) submitted to the Civil Service Assembly points out that:

The curious phenomenon of individual differences in human personality and ability is at the root of most of our problems of social organization and relationships. The relationships between employees, in the rank and file, and employers, the supervisory staff, in or out of the public service, are no exception. The history of labor relations in or out of the public service is characterized by growth in discovery and recognition of the fact that people at work prefer to behave like human beings. The very special history of labor relations in the public service is featured by the added phenomenon that public employment which transforms a part of the individual citizen into a civil servant for a part of his busy busy day still finds his behaving very much like a human being.

This report (p. 5) further reveals that:

Management, either public or private, justifiably devotes attention to employee relations because the quality of these relations determines the effectiveness of the staff above the circus of mere exertion. "There is that attitude which results from the subduing of energy, interest, and initiative in the enthusiastic and effective pursuit of a group's purpose," Seligman has written, and further, "It is only as he is interested in his relation to the organization that the morale factor begins to develop."¹

the same time, however, by the fact that the same thing can be

done in many other ways, and that the same result can be

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Before we go further into this discussion, let us set up for ourselves a working definition of the word "attitude." We shall define an attitude as a way of being "set" towards or against certain things. The essential feature of an attitude is a state of readiness to react (by thought or deed) in a certain way whenever anything related to the attitude is met. Attitudes are one of the most important psychological factors in determining how an individual will behave in a given social situation.

Supervisors have as many attitudes on as many things as non-supervisory personnel, and the two are usually somewhat different. Supervisors' attitudes may lead to incorrect assumptions about the supervised personnel, or the supervised behavior that is the antithesis of that which was assumed or predicted. Of course, the same is true of the supervised. There is a need to study supervisor-supervised attitudes in order to get more complete insight into the problem of supervisor-supervised relations.

In all of the morale surveys that have been made in the industrial field, one of the important factors that is always included is the relationship between the supervisor and the supervised. H. George Arthur (10) has also included this factor in his study (1) of civil service employees at Great Lakes, Illinois.

Bredend (11, p. 37) points out that:

A big factor in any person's willingness to work is his personal evaluation of his immediate supervisor. If the supervisor has leadership ability he will be liked and respected by his subordinates. If he has only "administrative" ability he will be disliked and disrespected.

1. The first of the two main principles of the law of evidence is that the evidence must be relevant.

2. The second principle is that the evidence must be material.

3. The third principle is that the evidence must be competent.

4. The fourth principle is that the evidence must be admissible.

5. The fifth principle is that the evidence must be reliable.

6. The sixth principle is that the evidence must be credible.

7. The seventh principle is that the evidence must be consistent.

8. The eighth principle is that the evidence must be corroborated.

9. The ninth principle is that the evidence must be unimpeached.

10. The tenth principle is that the evidence must be uncontradicted.

11. The eleventh principle is that the evidence must be unexplained.

12. The twelfth principle is that the evidence must be unimpeached.

13. The thirteenth principle is that the evidence must be uncontradicted.

14. The fourteenth principle is that the evidence must be unexplained.

15. The fifteenth principle is that the evidence must be unimpeached.

16. The sixteenth principle is that the evidence must be uncontradicted.

17. The seventeenth principle is that the evidence must be unexplained.

18. The eighteenth principle is that the evidence must be unimpeached.

19. The nineteenth principle is that the evidence must be uncontradicted.

20. The twentieth principle is that the evidence must be unexplained.

21. The twenty-first principle is that the evidence must be unimpeached.

22. The twenty-second principle is that the evidence must be uncontradicted.

23. The twenty-third principle is that the evidence must be unexplained.

24. The twenty-fourth principle is that the evidence must be unimpeached.

25. The twenty-fifth principle is that the evidence must be uncontradicted.

26. The twenty-sixth principle is that the evidence must be unexplained.

27. The twenty-seventh principle is that the evidence must be unimpeached.

28. The twenty-eighth principle is that the evidence must be uncontradicted.

Aschbacher and Dineen (45, p. 27) states

... knowledge of supervisor and supervisee attitudes must be obtained if a greater insight and a better relationship between the two groups is to exist.

Section II

STATEMENT OF THE PROBLEM

This study shall be a sample survey—but one limited to the extent that the field of supervisor-supervised relations alone shall be explored.

A difficulty that has been discussed by Miller and Miller (2) is:

The more technology that accrues in the field, the more it is necessary to recognize factors that do not lend themselves easily to prediction, such as motivation or the "human element" of attitude. There is a growing realization that the personal adjustment of the individual affects his ability to adjust on the job. More and more recognition is being given to the fact that attitudes are as significant as abilities. The lack of a technology in handling attitudes is becoming more evident. Industrial experiments like those at the Sylvania Electric Co. and at Jack and Heins document the existence of such a need in the personnel area.

In addition this study shall embrace the attitudes of Navy and civilian personnel, male and female, in various levels of supervision towards their immediate supervisor. In order to measure these attitudes it is necessary to construct an instrument. This instrument will be in the form of a questionnaire. Criterion material for the questionnaire will be obtained from the following sources: (a) review of the literature in the field of supervisory and interpersonal relationships; and (b) from "guided interviews" with a group of experienced Navy and civilian supervisors, both male and female. The completed questionnaire will be administered to an experimental group of Navy and civilian, male and female personnel

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 391–397

Received 10 November 2003; accepted 10 November 2003

Source: *Journal of the American Statistical Association*, 92 (1997), 1033-1042.

in various levels and under various types of supervision. The reliability of the instrument will be determined by use of the products-assessment method. Those areas of greatest or least conflict in the field of supervisory relations in each group and between the various groups will be noted.

Section III

CONTINUATION OF THE INSTRUMENT

The questionnaire method of measuring attitudes was chosen for practical considerations. As Blum (3, p. 64) points out:

The questionnaire lends itself to the mass production techniques of determining employee attitudes. In some respects there is more similarity than difference between this method and the guided interview. Although these two methods overlap, the questionnaire is more economical because one person can administer it to a large group at one time. This method also has the advantage of eliminating any effect the interviewer may have on the respondent and of requiring not as much experience or training on the part of the interviewer as the other methods do. It has the disadvantages of securing no more information than that provided by the answers to the specific questions and of lacking the spontaneity of the unguided interview.

One of the disadvantages of the questionnaire method is the fact that no more information than that provided by the specific questions is obtained. In an attempt to overcome this it was decided to make use of some "open-end" questions to supplement the information obtained from the multiple-choice questions that were to form the core of the questionnaire. It was hoped that these would furnish in part the "why" of some of the responses in the set opinion questions.

Upon completion of the review of the literature in the field of supervisory relationships, a list of seventy-seven possible items was obtained. These seventy-seven items were next submitted to a group of six naval officers and other graduate students in a seminar in personnel work. Further assistance was obtained from a

group of male and female Navy Officers, and male and female civilian supervisors at Great Lakes, Illinois; Glasview, Illinois; and at the U. S. Naval Academy, Annapolis, Maryland. As a result of these discussions certain additions, deletions, and such simplification of wording was made. It was possible to reduce the number of items to forty, as there was great similarity between many of the original seventy-seven items.

The questionnaire in its completed form consisted of ten pages in three sections. The first section consisted of various status questions (questions A-R). These questions were to determine whether the subject was Navy or civilian, male or female, married or single; age; length of service; time on present job; kind of supervisor the subject had; if the subject was a supervisor (and if so, the kind of personnel he supervised) or a non-supervisor; the opinion he held of his immediate supervisor; and, in the case of supervisors, the opinion held of the supervised personnel. (Appendix A, pp. 33).

The second section consisted of forty multiple choice attitude questions. These were numbered from one through forty. These questions covered areas in supervisory relations from such things as whether the worker felt his immediate supervisor kept his promises, was impartial; easy to approach on personal or work problems; whether promotions went to the best qualified; whether training was provided; whether he encouraged the workers of changes that affected them, to such general things as the workers' feelings towards

women supervisors. (Appendix A, pp. 62). Each of the forty questions had a selection of five answers ranging from unfavorable response to the question through neutral to favorable response. The Likert technique was used (25). It was assumed that the intervals between each of the five possible responses was equal. Each interval had a score value. The more unfavorable response had a scale score value of one; the next unfavorable response a value of two; the neutral response had a value of three; the favorable response, a value of four; and the more favorable response, a scale score value of five. The person filling out the questionnaire was instructed to choose that answer which more nearly approximated his own feelings in each case.

The third and final part of the instrument consisted of various questions which asked for the specific likes and dislikes the individual had for Navy supervisors; civilian supervisors; male supervisors; and female supervisors. In addition there were questions which asked the subjects what the best way was to get along with their supervisors, and what would improve the supervisor. The final question allowed the subject to discuss anything that tended to make his job or job situation less satisfying. (Appendix A, pp. 62.) It was hoped that these questions would be a source of supplemental information, and perhaps point out the "why" of the responses in the multiple choice questions of part two.

A survey of the various commands in the Chicago area resulted in the discovery that there were no activities employing adequate

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members of Navy and civilian, male and female workers in the same department where a survey could be conducted. Therefore, for practical considerations, populations were obtained from several commands, and from various departments within these commands, in the Ninth Naval District. As this study is experimental in nature, and as the opinions expressed are the subjective opinions of the subjects, not verified by objective investigation, it was decided not to identify the commands except in a very broad and general manner. The results of this study will be submitted to the responsible officers in each command for whatever investigation and further study deemed necessary.

The civilian subjects of this experiment were selected from a supply command within the Ninth Naval District. The Commanding Officer of this activity granted permission to use a ten per cent sample of the total number of workers (over 600) in the command. The sample could have been taken from the entire organization, or from one or more of the six departments comprising the activity. The total number of subjects available was sixty-one. It was decided to make comparisons between two of the departments doing quite similar work. An equal number of men and women from each of the departments was needed for the experiment. In order to take a random sample of equal groups of men and women of these populations, it was first necessary to divide the personnel cards of these departments by sex. The cards were not arranged alphabetically, but by C.I.F. rating. Thus by taking the name of the worker appearing on every fourth card a stratified random sample was obtained. Sixteen men and fifteen

[illegible]

women were obtained from the first department which employed one hundred and fourteen workers. This was slightly better than a thirty per cent sample of the department. Fifteen men and fifteen women were obtained from the second department, which employed one hundred and three workers. This was a thirty per cent sample of the department.

When the stencils were cut for the questionnaire the study was to be limited to the civilian workers at the supply activity having both Navy and other civilians, male and female, as their supervisors. Later it was determined to include a group of male and female enlisted personnel in the study. Therefore, it became necessary to alter the status information by adding categories 7-12 on questions A and E, and category 3 to question F. (Appendix B).

The Navy personnel selected for the experiment were obtained from an entirely different command. As the numbers of enlisted Navies at any one command is necessarily small, an attempt was made to obtain as large a percentage of the total population as possible. The same attempt was made in the case of the Negro and Filipino enlisted personnel.

For the purpose of this study, the subjects are divided into six groups. Hereafter these groups shall be designated as Group I, Group II, etc. But first let us define each of these groups.

Group I - consists of sixteen male civilians from what we shall designate as Department "A" of the supply activity within the Ninth Naval District selected for the experiment.

Group II - consists of fifteen female civilians from the same Department "A".

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and the corresponding results are given by (2) and (3). The following theorem shows that the above conditions are also sufficient.

...and ...

Group III - consists of fifteen male civilians from whom we shall designate as Department "B" of the supply activity.

Group IV - consists of fifteen female civilians from the same Department "B".

Group V - consists of fifteen Navy enlisted personnel working within various departments of another command in the North Naval District.

Group VI - consists of twenty-five Negro and Filipino enlisted personnel assigned duties at a R.O.C. within the North Naval District.

Section IV

TESTING PROCEDURE

The procedures used with the various groups vary to some extent. Therefore a discussion of the procedure applicable to each of the groups follows.

Permission was obtained to schedule the administration of the questionnaire to the civilian workers of the supply activity at 1400 on 5 May 1942. At that time the sample group from Department "A" was told to report to the classroom on the third floor. A questionnaire had been left on every other seat together with a pencil. The workers reported there and were assembled and ready for the test at 1400 promptly. The purpose of the project was explained to them, together with the reason why they had been selected and not some of the other workers who were still busy at their desks in the Department. The group was assured that no attempt would be made to find out who had written the information on the questionnaire. It was further pointed out that for the project to be a success it would be essential that their frank opinions were obtained. Their cooperation was requested. They were asked to place the completed questionnaire face down on the table at the door as they left the room.

There were no physical facilities available on the second floor where the test group of Department "B" could be assembled. Therefore it was necessary to pass out the questionnaires to the selected group at their desks, with the request that they return the completed

questionnaires by placing them upon a designated desk in the front of the office before they left. It was not possible to make any supplementary introductory remarks to the group as a whole. Nor was it possible to reassure them, or attempt to dispel any doubts they might have about participating frankly in the investigation. It was also not possible to explain to them how they were selected for the investigation. However, there are instructions and other information appearing on the questionnaire which was adapted to explain in part the "how" and the "why" of the investigation. However, it became obvious that these were not optimal conditions under which to administer a questionnaire of this nature.

At 1230 the questionnaires from Department "A" had all been placed on the table at the door to the classroom. Several of the selected group were still sitting around to discuss the questionnaire. They were told to wait until the questionnaires from the group on the second floor had been picked up. Not all of the questionnaires had been returned--a few of the selected group were still filling out their questionnaires, but it was obvious that some had taken their questionnaires home with them--or else stuck them in their desks. As the group was spread out over the whole office it was not possible to maintain a closer check on them. The only check that was possible was reliance upon their cooperation. Several questionnaires were missing. A forwarding address was left with the Department head with the request that the completed questionnaires be mailed by the individuals to insure anonymity. These questionnaires were received on 7 May 1949.

1. The first step in the process of developing a business plan is to conduct a thorough market research. This involves identifying the target market, understanding the needs and preferences of the customers, and analyzing the competitive landscape. Market research can be conducted through various methods, including surveys, interviews, focus groups, and secondary research.

2. Once the market research is complete, the next step is to develop a clear and concise business plan. This plan should outline the company's mission, vision, and goals, as well as the strategies and tactics for achieving them. It should also include a detailed financial plan, including a budget and a forecast of revenue and expenses.

3. The third step in the process is to secure financing. This involves identifying potential sources of capital, such as banks, venture capitalists, and angel investors, and preparing a pitch to present to them. The pitch should highlight the unique value proposition of the business and the potential for high returns.

4. The final step in the process is to launch the business. This involves setting up the legal and administrative infrastructure, hiring and training staff, and implementing the marketing and sales strategies outlined in the business plan. It is important to monitor the progress of the business closely and make adjustments as needed to ensure its long-term success.

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Those who waited around to discuss the questionnaire further made such typical comments as: "I could write a book about these kinds of things if I had the time"; and "I feel so much better after writing about some of the things that have been under my skin for so long."

There were thirty-one enlisted Waves on duty at the command where this part of the experiment was made. These Waves were assigned duties in various offices scattered throughout the command. As it was not possible or practical to assemble the entire group in order to administer the questionnaire, it was decided to distribute the questionnaires by guard mail on 4 May to the various offices where enlisted Waves were assigned duty. Of the thirty-one questionnaires distributed, nineteen were returned. Of these, four had to be discarded due to the fact that large portions were incomplete. This gave a forty-nine per cent sample of the population. Questionnaires were received by mail by 13 May 1943.

There were thirty-three Negro and Filipino enlisted men assigned duty at the S.O.S. of the command selected for this experiment. Permission was obtained to administer this questionnaire to the group during the period 5-6 May 1943. All personnel not actually on watch at 1130 of 5 May 1943 were told to report to the library of the S.O.S. for administration of the questionnaire. After the group was assembled the purpose of the project was explained to them; how their frank opinions were necessary for the project to be meaningful; how they could write about the things that have been troubling them without fear of their supervisor finding out what had been written about him; how no identifying marks were to be

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

...and

placed upon the questionnaire, nor were they to write the name of anyone else on the questionnaire; and how it might be possible in the future to obtain better understanding between the various groups. They were instructed how to fill out the questionnaire. In addition several needed individual instruction. It was pointed out that there were no right or wrong answers; therefore, no reason to look upon the next man's paper. It was reemphasized that only their own frank opinions were wanted, and particular stress was placed upon Question 8. There was no time limit. The completed questionnaires were collected at the door as they left.

At 1330 on 6 May those who had not taken the questionnaire the previous day were assembled in the library. The procedure was the same as the previous day.

On 7 May two men who had recently put in "quit-chits" and had applied for Army duty were visiting their friends at the S.O.C. They came down to the room and requested that they be permitted to take the "test." They were given the test.

Three questionnaires were rejected due to incomplete filling out. There were a total of twenty-five acceptable questionnaires. Several of the men were on leave; some did not take the test either at the scheduled time. However, there was a seventy-six per cent sample of the population.

Section V

FACTUAL PRESENTATION OF THE DATA

In order to determine the reliability of the instrument used, three possible methods were available. These were: (a) split-half method; (b) test-retest method; and (c) alternate form method. The split-half method was used. The group used was the standardizing group.

The first step in this method was to score the questionnaire. Each opinion question had a five choice selection, and each selection had a possible score value of one to five, arranged from unfavorable to favorable. The lowest possible total score for a person making the more unfavorable responses was forty; the highest score, two hundred.

The answers to all the questions, except numbers XI and XII, were arranged such that response number one was the most unfavorable response, and response five the most favorable response. In the case of these exceptions it was necessary to adjust the score by assigning choice number one (the more favorable response in these two cases) a score value of five; choice two (a favorable response) a score value of four, etc. These changes were made on each completed questionnaire prior to punching the I.L.R. cards.

The scores for all the odd-numbered questions were totaled. Then the scores for all the even-numbered questions were totaled. Finally, as a check, the score for the whole test was obtained and compared with the sum of the odd-even scores.

THE HISTORY OF THE UNITED STATES

The first of the great principles of the American Revolution was the right of the people to alter or to abolish their government, and to institute a new one, whensoever they shall judge it necessary for their safety and happiness.

The second principle was the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures.

The third principle was the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures.

The fourth principle was the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures.

The fifth principle was the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures.

The next step was to determine the reliability of the instrument from the data of the odd-even scores. This was done by the probactant method (17). A reliability of .9023 was obtained. By use of the Spearman-Brown formula (17) the corrected reliability for the whole test was found to be .9404, or .95 reliability. It must be borne in mind that this seemingly high reliability is caused in part by the standardizing groups, and not by the internal consistency of the data comprising the instrument alone. However, this is a more than satisfactory reliability for the purpose of this study.

Upon determining that the instrument used was reliable, it was next possible to study the results obtained. As mentioned before, the first part of the questionnaire (Questions A-H) was devised to obtain status information from each of the subjects in each group.

The marital status of the subjects of each of these groups is shown in Table I (p. 22). In Group I slightly more than eighty-seven per cent of the subjects are married. This group has the largest percentage of married personnel. In Group II over seventy-three per cent of the women are single. In Group III over sixty-six per cent of the men are married. In Group IV over fifty-three per cent of the women are single. It is to be noted that in both groups of male subjects, the larger percentage is among the married group, whereas in both groups of women workers the larger percentage is among the single group. In Group V over eighty-six per cent of the enlisted Navies are single. In Group VI fifty-two per cent of the subjects were single and forty-eight per cent of them married. (Question A).

The data from Question B is presented in Table II (p. 22).

It is to be noted that the mean age of the male subjects of Groups I and III is 30 and 33 years respectively. The youngest mean age group is found in Group II, with a mean age of 18. Group IV has a mean age of 22. The Naves show a mean age of 20 in Group V, and the mean age of the Group VI subjects is 24 years.

The length of service possessed by each person in the six groups is tabulated in Table III (p. 23). The male civilians in Groups I and III have the most mean seniority, with 7 1/2 and 6 3/4 years respectively. The women in Group II have the least mean seniority with 3 years service. Next the women in Group IV, with 5 years mean service. The mean years of service for both the Naves and the male enlisted personnel in Group VI was 8 years 7 months.

The length of time that these people have been on their present jobs is shown in Table IV (p. 24). The average time Groups I-VI have spent on the job is as follows: 1 year 6 months; 1 year 2 months; 1 year 8 months; 1 year 7 months; 1 year 5 months; and 1 year 7 months, respectively.

Question E was to give the writer the necessary information as to who the immediate supervisor of the subjects was. In the first group one of the employees had a Naval Officer as his immediate supervisor; thirteen had male civilians as their supervisors; and two had female civilians as their supervisors. Among the employees in Group II, again one had a Naval Officer as her immediate supervisor; nine had male civilians as their supervisors; and five had female civilians as their immediate supervisors. In Group III it was found

The first thing I noticed when I stepped out of the car was the smell of fresh air. It was a relief after being stuck in traffic for so long. I looked around and saw a few people walking towards the entrance. The security guard at the door was friendly and let me in without any trouble. I found a parking spot and walked towards the building. The architecture was modern and sleek, with large glass windows reflecting the sunlight. I took a deep breath and felt a sense of anticipation.

As I walked through the lobby, I noticed a few people sitting on the benches. They were all looking at their phones or talking to each other. I felt a bit out of place, but I tried to relax. I saw a sign that said "Welcome to the Conference" and I felt a bit more at ease. I walked towards the registration desk and saw a woman standing behind the counter. She was smiling and looking at me. I handed her my name tag and she gave me a folder. I opened it and saw a list of names and a map of the venue. I felt a bit overwhelmed, but I tried to stay calm. I saw a sign that said "Please follow the signs" and I followed them. I walked through a long hallway and saw a few people walking in the same direction. I felt a bit lost, but I tried to stay focused.

I saw a sign that said "Please follow the signs" and I followed them. I walked through a long hallway and saw a few people walking in the same direction. I felt a bit lost, but I tried to stay focused. I saw a sign that said "Please follow the signs" and I followed them. I walked through a long hallway and saw a few people walking in the same direction. I felt a bit lost, but I tried to stay focused.

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TABLE I

MARITAL STATUS OF SUBJECTS GROUPS I-VI

GROUP	I	II	III	IV	V	VI	TOTAL
Male, civilian, married	14	0	10	0	0	0	24
Male, civilian, single	2	0	6	0	0	0	8
Female, civilian, married	0	4	0	7	0	0	11
Female, civilian, single	0	11	0	8	0	0	19
Female, enlisted, married	0	0	0	0	2	0	2
Female, enlisted, single	0	0	0	0	13	0	13
Male, enlisted, married	0	0	0	0	0	13	13
Male, enlisted, single	0	0	0	0	0	13	13
Total	16	15	16	15	15	26	101

TABLE II

AGE OF SUBJECTS OF GROUPS I-VI

GROUP	I	II	III	IV	V	VI	TOTAL
Under 20	0	7	0	4	0	4	15
20 - Under 25	4	8	0	8	2	14	36
25 - Under 30	5	1	0	0	10	6	32
30 - Under 35	2	1	0	0	1	1	12
35 - Under 40	2	2	0	0	1	0	5
40 - Under 45	0	0	2	2	1	1	6
45 - Under 50	1	0	0	0	0	0	1
Over 50	1	1	1	0	0	0	3
Total	16	15	16	15	13	26	101

TABLE III

TOTAL SERVICE OF SUBJECTS OF GROUPS I - VI

GROUP	I	II	III	IV	V	VI	TOTAL
Less than 6 months	0	1	1	0	0	0	2
6 months - less 1 year	1	3	0	1	0	0	5
1 year - less 5 years	3	0	3	3	0	7	16
5 years - less 10 years	3	3	3	10	13	9	41
10 years - less 15 years	3	0	3	1	3	3	13
15 years - less 20 years	0	0	0	0	0	0	0
More than 20 years	1	0	0	0	0	0	1
Total	16	15	16	15	15	26	101

TABLE 1

PERCENTAGE OF TOTAL POPULATION IN EACH AGE GROUP

AGE GROUPS IN YEARS

AGE	0-4	5-9	10-14	15-19	20-24	25-29
1950	13.1	12.1	11.1	10.1	9.1	8.1
1960	12.1	11.1	10.1	9.1	8.1	7.1
1970	11.1	10.1	9.1	8.1	7.1	6.1
1980	10.1	9.1	8.1	7.1	6.1	5.1
1990	9.1	8.1	7.1	6.1	5.1	4.1
2000	8.1	7.1	6.1	5.1	4.1	3.1
2010	7.1	6.1	5.1	4.1	3.1	2.1
2020	6.1	5.1	4.1	3.1	2.1	1.1

Source: U.S. Census Bureau, "Projections of the U.S. Population by Age, Sex, Race, and Hispanic or Latino Ethnicity, 1990-2020," Current Population Reports, Washington, D.C., 1990.

TABLE 2

PERCENTAGE OF TOTAL POPULATION IN EACH AGE GROUP

AGE GROUPS IN YEARS

AGE	0-4	5-9	10-14	15-19	20-24	25-29
1950	13.1	12.1	11.1	10.1	9.1	8.1
1960	12.1	11.1	10.1	9.1	8.1	7.1
1970	11.1	10.1	9.1	8.1	7.1	6.1
1980	10.1	9.1	8.1	7.1	6.1	5.1
1990	9.1	8.1	7.1	6.1	5.1	4.1
2000	8.1	7.1	6.1	5.1	4.1	3.1
2010	7.1	6.1	5.1	4.1	3.1	2.1
2020	6.1	5.1	4.1	3.1	2.1	1.1

Source: U.S. Census Bureau, "Projections of the U.S. Population by Age, Sex, Race, and Hispanic or Latino Ethnicity, 1990-2020," Current Population Reports, Washington, D.C., 1990.

U.S. Census Bureau, "Projections of the U.S. Population by Age, Sex, Race, and Hispanic or Latino Ethnicity, 1990-2020," Current Population Reports, Washington, D.C., 1990.

U.S. Census Bureau, "Projections of the U.S. Population by Age, Sex, Race, and Hispanic or Latino Ethnicity, 1990-2020," Current Population Reports, Washington, D.C., 1990.

AGE GROUPS IN YEARS

AGE	0-4	5-9	10-14	15-19	20-24	25-29
1950	13.1	12.1	11.1	10.1	9.1	8.1
1960	12.1	11.1	10.1	9.1	8.1	7.1
1970	11.1	10.1	9.1	8.1	7.1	6.1
1980	10.1	9.1	8.1	7.1	6.1	5.1
1990	9.1	8.1	7.1	6.1	5.1	4.1
2000	8.1	7.1	6.1	5.1	4.1	3.1
2010	7.1	6.1	5.1	4.1	3.1	2.1
2020	6.1	5.1	4.1	3.1	2.1	1.1

Source: U.S. Census Bureau, "Projections of the U.S. Population by Age, Sex, Race, and Hispanic or Latino Ethnicity, 1990-2020," Current Population Reports, Washington, D.C., 1990.

that thirteen of the male employees had male civilians as their immediate supervisor and two of them had female civilians as their supervisor. Group IV gave up the following breakdowns four had a Naval Officer as his supervisor; ten had a male civilian as his supervisor; and only one had a woman supervisor. Among the Navy personnel five of the subjects had a male Naval Officer as her supervisor; one had a male civilian supervisor; two, a female civilian supervisor; and seven had male enlisted supervisors. Among the subjects in Group VI it was noted that one was supervised by a Naval Officer and twenty-four were supervised by other male enlisted personnel.

As Question E was to determine who was the supervisor of each of the subjects, so Question F was devised to determine whether the subject was a supervisor or a non-supervisor; and if a supervisor, to determine the type personnel he or she supervised. In Group I we had seven supervisors and nine non-supervisors. The supervisory group had jurisdiction over civilians, male and female. In Group II we have only two supervisors, having jurisdiction over civilians, male and female, and thirteen in the non-supervisory group. We found four supervisors and eleven non-supervisors among Group III personnel. These male supervisors had supervision over both male and female civilians. There was but one woman supervisor in Group IV who supervised both male and female civilian personnel, and fourteen non-supervisors. There were three Navys having supervision over male enlisted personnel and twelve in the non-supervisory category. Among

the S.O.C. personnel there were four petty officers who had no supervision over male enlisted personnel, and twenty-one who supervised no supervision.

It was the purpose of Questions G and H to get the subject's general impression of those who supervised him, and of those whom he supervised, if such was the case. This data in Question G was plotted against the morale scores on the whole test for each individual, and there was found to be slight positive correlation between their total score and their opinion of their immediate supervisor. The data of Question G is presented in Table V (p. 22).

In Table VI the data of Question H is presented. Again there was slight positive correlation between the total score and the opinion by the supervisors of the personnel they supervised.

The average morale scores for supervisors and non-supervisors is presented in Table VII (p. 23). In each group it should be noted that the average morale score for the supervisory group is at least nine or more points higher than the non-supervisory group. The greatest difference between morale scores of the supervisory and non-supervisory group is to be found among the enlisted Seves of Group V. Here the difference is 11.8 points.

Table VIII (p. 24) presents the average morale scores for the sub-groups of the non-supervisory personnel. For those having a Petty Officer as the supervisor, the female civilians of Department "B" had the highest average morale score, whereas the female civilians of Department "A" had the lowest average morale score. For those

[illegible]

the following "AD" (American Dental Association) statement:

TABLE IV

TIME ON PRESENT JOB

	Column I	II	III	IV	V	VI	Total
Less than 6 months	4	4	2	0	2	0	12
6 months - less 1 year	0	0	0	3	0	7	10
1 year - less 5 years	0	3	7	0	3	0	13
More than 5 years	2	2	2	2	0	1	10
Total	16	18	13	15	15	10	101

TABLE V

OPINION OF THEIR IMMEDIATE SUPERVISORS

	Column I	II	III	IV	V	VI	Total
Excellent	0	1	2	0	3	1	13
Very good	4	5	0	7	4	1	21
Good	0	0	0	0	1	7	14
Fair	4	1	0	0	2	10	17
Poor	2	2	2	0	5	0	11
Total	16	18	13	15	15	18	101

TABLE VI

OPINION OF THE SUPERVISORY GROUP
OF THOSE WHOSE WORK SUPERVISE

	Column I	II	III	IV	V	VI	Total
Excellent	0	0	1	0	0	0	1
Very good	0	2	1	1	1	1	6
Good	2	2	2	0	1	1	8
Fair	2	0	0	0	1	2	5
Poor	0	0	0	0	0	0	0
Exercise no supervision	7	15	11	14	15	11	73
Total	16	18	13	15	18	11	101

Table 1

Table 1. Summary of data

Table 1. Summary of data

1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

Table 1. Summary of data

Table 2

Table 2. Summary of data

Table 2. Summary of data

1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

Table 2. Summary of data

Table 3

Table 3. Summary of data

Table 3. Summary of data

1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

Table 3. Summary of data

having a civilian male supervisor, the women of both departments had higher average morale scores than did the male civilians of the same departments. The lowest score was had by an enlisted Wave, but as that was an individual score and not an average score from the test group we must caution our inferences. For those having female civilian supervisors, again the female civilians in both departments had higher average morale scores than the men of Department "B". There were no men from Department "A" having female supervisors. The lowest average score again went to the group of enlisted Waves having female civilian supervisors.

In Table IX (p. 15) is presented the ranges of morale scores for each group, the median morale scores, and the interquartile range. The female civilians had highest median morale scores with those from Department "B" higher than Department "A". The men of Department "B" had higher median morale scores than did the men of Department "A". The Wave enlisted personnel had higher median scores than did the Negro and Filipino enlisted personnel with a difference of 12 points. However, there was a difference of 16 median points between the enlisted Waves and the lowest group of civilian scores.

By use of absolute scores (median morale score divided by 40) it is possible to see how each group fits on the scale of one to five. This gives the average position on the scale that the individual would answer each question. The highest group was among the female civilians of Department "B" (Group IV). This group approached

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TABLE VII

AVERAGE MORALE SCORES OF
SUPERVISORS AND NON-SUPERVISORS

	Group I	II	III	IV	V	VI	Total Average Score
Supervisor	147	142.8	138.5	177	178	142.8	141.5
Non-supervisor	118	128	141.8	187.2	112.8	129.7	132.9

TABLE VIII

AVERAGE MORALE SCORES OF
NON-SUPERVISORS HAVING VARIOUS TYPES OF SUPERVISORS

Having supervisor	Group I	II	III	IV	V	VI
See 1st						
Nav. Officer	148	138		140	144.0	
Nav. Officer					138	
Civilian-male	148	158	145.0	155.4	78	
Civilian-female		158	147.6*	158*	101.5	
Enlisted male					170.8	
Enlisted female					86*	113.7
*Only two or less cases						

TABLE IX

RANGE, MEDIAN, MODE, AND INTERQUANTILE
RANGES OF MORALE SCORES

	GROUP I	II	III	IV	V	VI
Range	127-166	128-178	84-181	114-188	76-181	74-186
Median Morale Score	144	152	158	153	139	118
Absolute (Med-M)	5.85	5.8	5.8	5.81	5.35	5.78
Interquartile Range	13.53	8.5	17.5	13.5	27.5	14.5

TABLE 1

Summary of the results of the analysis of variance for the effect of the treatment on the response variable.

Source	df	SS	MS	F	P	Adjusted SS
Treatment	1	10.00	10.00	1.00	.32	10.00
Error	10	100.00	10.00			100.00
Total	11	110.00				110.00

TABLE 2

Summary of the results of the analysis of variance for the effect of the treatment on the response variable.

Source	df	SS	MS	F	P	Adjusted SS
Treatment	1	10.00	10.00	1.00	.32	10.00
Error	10	100.00	10.00			100.00
Total	11	110.00				110.00

TABLE 3

Summary of the results of the analysis of variance for the effect of the treatment on the response variable.

Source	df	SS	MS	F	P	Adjusted SS
Treatment	1	10.00	10.00	1.00	.32	10.00
Error	10	100.00	10.00			100.00
Total	11	110.00				110.00

the favorable response to each question. The lowest absolute score, 2.35, among the subjects of Group VI approached the neutral position, but remained in the unfavorable response position.

The largest interquartile range was among the subjects of Group IV, with 57, the smallest interquartile range was among the female civilians of Department "A" (Group II).

The following results were obtained from Questions 1-43, inclusive. The information showing frequency of responses and percentages of favorable and unfavorable answers are to be found in Tables I-III.

The chi-square test (17) was applied to each of the frequencies of responses to determine whether or not the responses could have been caused other than by chance in a significant degree. Due to the small N in each group the element of chance was an important factor to consider. But as a pattern of unfavorable, favorable responses was wanted it was found advisable to use simpler statistical analysis. Therefore, percentage of unfavorable responses (responses 1 and 2) and percentage of favorable responses (responses 3 and 4) are shown in each table. It was not necessary to show the percentages of the neutral responses, as only the unfavorable or favorable pattern in the groups and between the groups was sought.

It is significant that the percentage of the test groups giving favorable responses (e.g. responses 3 and 4) to Question 1 belongs to the civilian workers. The enlisted boys were equally divided between their favorable and unfavorable responses. The personnel comprising Group VI were more unfavorable in their response to

the question as to whether they felt their supervisor took the credit while they did the work. (Table I).

In regard to the workers feeling that their supervisors keep their promises the workers of Department "B" had a higher percentage of favorable responses than those in Department "A". The enlisted Navy were more favorable (by 18.5 per cent) than unfavorable in their response. The Negro and Filipino personnel were unfavorable in their response to this question. (Table II).

All the personnel were more favorable than unfavorable in their opinion that their supervisor was fair and impartial. The civilians as a group were definitely more favorable by a higher percentage than were the Navy personnel. Again the lowest percentages went to the Group VI personnel. (Table III).

When asked how they felt in regard to their supervisor making prompt decisions the Group VI personnel again were the only group making a larger percentage of unfavorable comments. The lower percentages of favorable comments were made by the subjects of Groups II and IV--the female civilians of Departments "A" and "B". (Table III).

Table XIV presents the responses to the opinion as to whether or not the subjects feel that their supervisor considers the welfare of those who work for him. The highest percentage of favorable opinions was held by the female civilians of both departments--and those in Department "B" had 100 per cent favorable in their comments. The Negroes presented the lowest percentage of favorable comments. The subjects of Group VI were the only group presenting a greater percentage of unfavorable comments.

The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1911:

Committee	Members
General Management	Mr. J. E. Rauh, Chairman; Mr. W. C. Clegg, Mr. J. H. Johnson, Mr. J. M. Smith, Mr. J. W. Taylor, Mr. J. H. Watson, Mr. J. M. Wilson.
Finance	Mr. J. E. Rauh, Chairman; Mr. W. C. Clegg, Mr. J. H. Johnson, Mr. J. M. Smith, Mr. J. W. Taylor, Mr. J. H. Watson, Mr. J. M. Wilson.
Engineering	Mr. J. E. Rauh, Chairman; Mr. W. C. Clegg, Mr. J. H. Johnson, Mr. J. M. Smith, Mr. J. W. Taylor, Mr. J. H. Watson, Mr. J. M. Wilson.
Construction	Mr. J. E. Rauh, Chairman; Mr. W. C. Clegg, Mr. J. H. Johnson, Mr. J. M. Smith, Mr. J. W. Taylor, Mr. J. H. Watson, Mr. J. M. Wilson.
Operations	Mr. J. E. Rauh, Chairman; Mr. W. C. Clegg, Mr. J. H. Johnson, Mr. J. M. Smith, Mr. J. W. Taylor, Mr. J. H. Watson, Mr. J. M. Wilson.
Legal	Mr. J. E. Rauh, Chairman; Mr. W. C. Clegg, Mr. J. H. Johnson, Mr. J. M. Smith, Mr. J. W. Taylor, Mr. J. H. Watson, Mr. J. M. Wilson.
Public Relations	Mr. J. E. Rauh, Chairman; Mr. W. C. Clegg, Mr. J. H. Johnson, Mr. J. M. Smith, Mr. J. W. Taylor, Mr. J. H. Watson, Mr. J. M. Wilson.

TABLE X

DATA OF RESPONSES TO QUESTION 1:
Do you feel that you do the work and that your supervisor takes
the credit?

Groups	Response	1	2	3	4	5	% of Response			
							Unfavorable		Favorable	
		1	2	3	4	5	1	2	3	4
I			1	2	10	8	0	6.25	62.5	28.75
II				8	8	4	0	0.00	75.00	25.00
III			8	1	4	7	0	20.00	25.87	46.67
IV			2	2	1	10	0	15.00	6.67	35.55
V		8	8	8	1	8	20	20.00	6.67	35.55
VI		7	8	2	6	8	25	20.00	21.00	35.00

TABLE XI

DATA OF RESPONSES TO QUESTION 2:
Does your supervisor take his credit?

Groups	Response	1	2	3	4	5	% of Response			
							Unfavorable		Favorable	
		1	2	3	4	5	1	2	3	4
I		1	1	2	8	4	6.25	6.25	50.00	25.00
II				2	8	4	0.00	0.00	60.00	26.67
III				1	8	6	0.00	0.00	65.00	40.00
IV				1	3	6	0.00	0.00	36.36	60.00
V		2	8	3	4	3	15.00	20.00	26.67	20.00
VI		8	8	4	4	4	22.00	20.00	16.00	16.00

TABLE XII

DATA OF RESPONSES TO QUESTION 3:
Is your supervisor fair and impartial?

Group	Responses					% of Responses			
		1	2	3	4	Unfavorable	Favorable	1	2
I			2	15	2	0.00	0.00	75.00	12.50
II			2	1	8	4	0.00	12.50	37.50
III				3	7	3	0.00	0.00	46.67
IV				3	1	12	0.00	0.00	6.67
V		1	4	3	4	3	6.67	26.67	34.33
VI		5	3	10	4	3	20.00	12.00	16.00

TABLE XIII

DATA OF RESPONSES TO QUESTION 4:
Does your supervisor make prompt decisions?

Group	Responses						% of Responses			
		1	2	3	4	5	Unfavorable		Favorable	
							1	2	3	4
I			2	7	7		0.00	12.50	48.75	48.75
II		3	1	3	6		20.00	6.67	40.00	3.00
III			2	4	8	1	0.00	12.50	55.55	^{6.67} 25.00
IV		1	3	3	3	3	6.67	20.00	20.00	33.33
V			3	3	3	2	0.00	0.00	53.33	12.75
VI		3	3	3	3	3	12.50	20.00	12.50	20.00

TABLE 1

PERCENTAGE OF TOTAL POPULATION
IN EACH CATEGORY OF EDUCATION

EDUCATION		PERCENTAGE		TOTAL		PERCENTAGE
Male	Female	Male	Female	Male	Female	
0-4	0-4	10.0	10.0	10.0	10.0	10.0
5-9	5-9	10.0	10.0	10.0	10.0	10.0
10-14	10-14	10.0	10.0	10.0	10.0	10.0
15-19	15-19	10.0	10.0	10.0	10.0	10.0
20-24	20-24	10.0	10.0	10.0	10.0	10.0
25-29	25-29	10.0	10.0	10.0	10.0	10.0
30-34	30-34	10.0	10.0	10.0	10.0	10.0
35-39	35-39	10.0	10.0	10.0	10.0	10.0
40-44	40-44	10.0	10.0	10.0	10.0	10.0
45-49	45-49	10.0	10.0	10.0	10.0	10.0
50-54	50-54	10.0	10.0	10.0	10.0	10.0
55-59	55-59	10.0	10.0	10.0	10.0	10.0
60-64	60-64	10.0	10.0	10.0	10.0	10.0
65-69	65-69	10.0	10.0	10.0	10.0	10.0
70-74	70-74	10.0	10.0	10.0	10.0	10.0
75-79	75-79	10.0	10.0	10.0	10.0	10.0
80-84	80-84	10.0	10.0	10.0	10.0	10.0
85-89	85-89	10.0	10.0	10.0	10.0	10.0
90-94	90-94	10.0	10.0	10.0	10.0	10.0
95-99	95-99	10.0	10.0	10.0	10.0	10.0
100-104	100-104	10.0	10.0	10.0	10.0	10.0
105-109	105-109	10.0	10.0	10.0	10.0	10.0
110-114	110-114	10.0	10.0	10.0	10.0	10.0
115-119	115-119	10.0	10.0	10.0	10.0	10.0
120-124	120-124	10.0	10.0	10.0	10.0	10.0
125-129	125-129	10.0	10.0	10.0	10.0	10.0
130-134	130-134	10.0	10.0	10.0	10.0	10.0
135-139	135-139	10.0	10.0	10.0	10.0	10.0
140-144	140-144	10.0	10.0	10.0	10.0	10.0
145-149	145-149	10.0	10.0	10.0	10.0	10.0
150-154	150-154	10.0	10.0	10.0	10.0	10.0
155-159	155-159	10.0	10.0	10.0	10.0	10.0
160-164	160-164	10.0	10.0	10.0	10.0	10.0
165-169	165-169	10.0	10.0	10.0	10.0	10.0
170-174	170-174	10.0	10.0	10.0	10.0	10.0
175-179	175-179	10.0	10.0	10.0	10.0	10.0
180-184	180-184	10.0	10.0	10.0	10.0	10.0
185-189	185-189	10.0	10.0	10.0	10.0	10.0
190-194	190-194	10.0	10.0	10.0	10.0	10.0
195-199	195-199	10.0	10.0	10.0	10.0	10.0
200-204	200-204	10.0	10.0	10.0	10.0	10.0
205-209	205-209	10.0	10.0	10.0	10.0	10.0
210-214	210-214	10.0	10.0	10.0	10.0	10.0
215-219	215-219	10.0	10.0	10.0	10.0	10.0
220-224	220-224	10.0	10.0	10.0	10.0	10.0
225-229	225-229	10.0	10.0	10.0	10.0	10.0
230-234	230-234	10.0	10.0	10.0	10.0	10.0
235-239	235-239	10.0	10.0	10.0	10.0	10.0
240-244	240-244	10.0	10.0	10.0	10.0	10.0
245-249	245-249	10.0	10.0	10.0	10.0	10.0
250-254	250-254	10.0	10.0	10.0	10.0	10.0
255-259	255-259	10.0	10.0	10.0	10.0	10.0
260-264	260-264	10.0	10.0	10.0	10.0	10.0
265-269	265-269	10.0	10.0	10.0	10.0	10.0
270-274	270-274	10.0	10.0	10.0	10.0	10.0
275-279	275-279	10.0	10.0	10.0	10.0	10.0
280-284	280-284	10.0	10.0	10.0	10.0	10.0
285-289	285-289	10.0	10.0	10.0	10.0	10.0
290-294	290-294	10.0	10.0	10.0	10.0	10.0
295-299	295-299	10.0	10.0	10.0	10.0	10.0
300-304	300-304	10.0	10.0	10.0	10.0	10.0
305-309	305-309	10.0	10.0	10.0	10.0	10.0
310-314	310-314	10.0	10.0	10.0	10.0	10.0
315-319	315-319	10.0	10.0	10.0	10.0	10.0
320-324	320-324	10.0	10.0	10.0	10.0	10.0
325-329	325-329	10.0	10.0	10.0	10.0	10.0
330-334	330-334	10.0	10.0	10.0	10.0	10.0
335-339	335-339	10.0	10.0	10.0	10.0	10.0
340-344	340-344	10.0	10.0	10.0	10.0	10.0
345-349	345-349	10.0	10.0	10.0	10.0	10.0
350-354	350-354	10.0	10.0	10.0	10.0	10.0
355-359	355-359	10.0	10.0	10.0	10.0	10.0
360-364	360-364	10.0	10.0	10.0	10.0	10.0
365-369	365-369	10.0	10.0	10.0	10.0	10.0
370-374	370-374	10.0	10.0	10.0	10.0	10.0
375-379	375-379	10.0	10.0	10.0	10.0	10.0
380-384	380-384	10.0	10.0	10.0	10.0	10.0
385-389	385-389	10.0	10.0	10.0	10.0	10.0
390-394	390-394	10.0	10.0	10.0	10.0	10.0
395-399	395-399	10.0	10.0	10.0	10.0	10.0
400-404	400-404	10.0	10.0	10.0	10.0	10.0
405-409	405-409	10.0	10.0	10.0	10.0	10.0
410-414	410-414	10.0	10.0	10.0	10.0	10.0
415-419	415-419	10.0	10.0	10.0	10.0	10.0
420-424	420-424	10.0	10.0	10.0	10.0	10.0
425-429	425-429	10.0	10.0	10.0	10.0	10.0
430-434	430-434	10.0	10.0	10.0	10.0	10.0
435-439	435-439	10.0	10.0	10.0	10.0	10.0
440-444	440-444	10.0	10.0	10.0	10.0	10.0
445-449	445-449	10.0	10.0	10.0	10.0	10.0
450-454	450-454	10.0	10.0	10.0	10.0	10.0
455-459	455-459	10.0	10.0	10.0	10.0	10.0
460-464	460-464	10.0	10.0	10.0	10.0	10.0
465-469	465-469	10.0	10.0	10.0	10.0	10.0
470-474	470-474	10.0	10.0	10.0	10.0	10.0
475-479	475-479	10.0	10.0	10.0	10.0	10.0
480-484	480-484	10.0	10.0	10.0	10.0	10.0
485-489	485-489	10.0	10.0	10.0	10.0	10.0
490-494	490-494	10.0	10.0	10.0	10.0	10.0
495-499	495-499	10.0	10.0	10.0	10.0	10.0
500-504	500-504	10.0	10.0	10.0	10.0	10.0
505-509	505-509	10.0	10.0	10.0	10.0	10.0
510-514	510-514	10.0	10.0	10.0	10.0	10.0
515-519	515-519	10.0	10.0	10.0	10.0	10.0
520-524	520-524	10.0	10.0	10.0	10.0	10.0
525-529	525-529	10.0	10.0	10.0	10.0	10.0
530-534	530-534	10.0	10.0	10.0	10.0	10.0
535-539	535-539	10.0	10.0	10.0	10.0	10.0
540-544	540-544	10.0	10.0	10.0	10.0	10.0
545-549	545-549	10.0	10.0	10.0	10.0	10.0
550-554	550-554	10.0	10.0	10.0	10.0	10.0
555-559	555-559	10.0	10.0	10.0	10.0	10.0
560-564	560-564	10.0	10.0	10.0	10.0	10.0
565-569	565-569	10.0	10.0	10.0	10.0	10.0
570-574	570-574	10.0	10.0	10.0	10.0	10.0
575-579	575-579	10.0	10.0	10.0	10.0	10.0
580-584	580-584	10.0	10.0	10.0	10.0	10.0
585-589	585-589	10.0	10.0	10.0	10.0	10.0
590-594	590-594	10.0	10.0	10.0	10.0	10.0
595-599	595-599	10.0	10.0	10.0	10.0	10.0
600-604	600-604	10.0	10.0	10.0	10.0	10.0
605-609	605-609	10.0	10.0	10.0	10.0	10.0
610-614	610-614	10.0	10.0	10.0	10.0	10.0
615-619	615-619	10.0	10.0	10.0	10.0	10.0
620-624	620-624	10.0	10.0	10.0	10.0	10.0
625-629	625-629	10.0	10.0	10.0	10.0	10.0
630-634	630-634	10.0	10.0	10.0	10.0	10.0
635-639	635-639	10.0	10.0	10.0	10.0	10.0
640-644	640-644	10.0	10.0	10.0	10.0	10.0
645-649	645-649	10.0	10.0	10.0	10.0	10.0
650-654	650-654	10.0	10.0	10.0	10.0	10.0
655-659	655-659	10.0	10.0	10.0	10.0	10.0
660-664	660-664	10.0	10.0	10.0	10.0	10.0
665-669	665-669	10.0	10.0	10.0	10.0	10.0
670-674	670-674	10.0	10.0	10.0	10.0	10.0
675-679	675-679	10.0	10.0	10.0	10.0	10.0
680-684	680-684	10.0	10.0	10.0	10.0	10.0
685-689	685-689	10.0	10.0	10.0	10.0	10.0
690-694	690-694	10.0	10.0	10.0	10.0	10.0
695-699	695-699	10.0	10.0	10.0	10.0	10.0
700-704	700-704	10.0	10.0	10.0	10.0	10.0
705-709	705-709	10.0	10.0	10.0	10.0	10.0
710-714	710-714	10.0	10.0	10.0	10.0	10.0
715-719	715-719	10.0	10.0	10.0	10.0	10.0
720-724	720-724	10.0	10.0	10.0	10.0	10.0
725-729	725-729	10.0	10.0	10.0	10.0	10.0
730-734	730-734	10.0	10.0	10.0	10.0	10.0
735-739	735-739	10.0	10.0	10.0	10.0	10.0
740-744	740-744	10.0	10.0	10.0	10.0	10.0
745-749	745-749	10.0	10.0	10.0	10.0	10.0
750-754	750-754	10.0	10.0	10.0	10.0	10.0
755-759	755-759	10.0	10.0	10.0	10.0	10.0
760-764	760-764	10.0	10.0	10.0	10.0	10.0
765-769	765-769	10.0	10.0	10.0	10.0	10.0
770-774	770-774	10.0	10.0	10.0	10.0	10.0
775-779	775-779	10.0	10.0	10.0	10.0	10.0
780-784	780-784	10.0	10.0	10.0	10.0	10.0
785-789	785-789	10.0	10.0	10.0	10.0	10.0
790-794	790-794	10.0	10.0	10.0	10.0	10.0
795-799	795-799	10.0	10.0	10.0	10.0	10.0
800-804	800-804	10.0	10.0	10.0	10.0	10.0
805-809	805-809	10.0	10.0	10.0	10.0	10.0
810-814	810-814	10.0	10.0	10		

When asked whether or not they felt that their supervisor was easy to approach on work problems, all groups were more favorable than unfavorable except the Group VI subjects. The female civilians of Department "B" were 100 per cent favorable in their responses to this question. (Table IV).

As to whether or not they felt that their supervisor was easy to approach on personal problems, the subjects in Groups V and VI were more unfavorable in their responses. The male civilians of Department "B" were most favorable. (Table V).

The workers of Groups I-III felt that their supervisor took a personal interest in them either most or all of the time, whereas those in Groups IV-VI felt that their supervisor neglected to do this. (Table XVII).

The Negroes and the Negro enlisted men felt that their supervisors used either poor or only fair methods in pointing out mistakes. All of the civilian groups felt that their supervisors used satisfactory methods to a greater extent than unsatisfactory methods. The female civilians of Department "B" seemed most satisfied. (Table XVIII).

Only the Negro personnel felt that their supervisor was too personal. The rest of the subjects in the Groups I-IV did not display any unfavorable opinion on this question, and the majority of the Negroes were favorable in their responses. (Table XIX).

When asked if their supervisor gave them the necessary information about important plans and results that concerned them and their work the majority of the personnel of Group VI responded that their supervisors never did or not often. The majority of the other

TABLE XIV

DATA OF RESPONSES TO QUESTION 6:
Do you feel that your supervisor considers the welfare
of those who work under him?

Group	Responses	1	2	3	4	5	% of Responses		Unfavorable	Favorable
							1	2		
I			1	3	5	6	0.00	6.25	17.5	82.50
II				1	7	7	0.00	0.00	46.67	46.67
III				4	5	5	0.00	0.00	51.55	49.00
IV					3	12	0.00	0.00	20.00	80.00
V		3	1	2	6	3	20.00	6.67	40.00	20.00
VI		3	5	3	3	3	16.00	25.00	11.00	57.00

TABLE XV

DATA OF RESPONSES TO QUESTION 8:
Do you feel that your supervisor is easy to approach
on work problems?

Group	Responses	1	2	3	4	5	% of Responses		Unfavorable	Favorable
							1	2		
I				4	3	3	0.00	0.00	33.75	66.25
II			1	3	4	7	0.00	6.67	26.67	46.67
III			2		2	11	0.00	18.55	18.55	71.55
IV					2	15	0.00	0.00	15.25	84.67
V		2	3	4		6	15.52	20.00	0.00	40.00
VI		2	4	3	3	4	22.00	18.00	18.00	18.00

TABLE XVI

DATA OF RESPONSES TO QUESTION 7:
Is your supervisor easy to approach on personal problems?

Group	Response	1	2	3	4	5	% of Responses			
							Unfavorable		Favorable	
							1	2	3	4
I		1	5	6	6		0.00	6.25	37.50	56.25
II		1	5	3	6		0.00	6.67	25.00	68.33
III		1	3	4	6		0.00	6.67	36.67	56.67
IV		2		8	10		0.00	18.18	40.00	41.82
V		6	1	2	1	5	40.00	6.67	3.67	50.00
VI		6	4	5	3	6	32.00	16.00	2.00	50.00

TABLE XVII

DATA OF RESPONSES TO QUESTION 8:
Does your supervisor take a personal interest in you?

Group	Response	1	2	3	4	5	% of Responses			
							Unfavorable		Favorable	
							1	2	3	4
I		4	6	5	1		0.00	25.00	31.25	43.75
II		1	1	7	3	5	6.67	6.67	22.22	64.44
III		4	4	5	4		0.00	26.67	33.33	39.99
IV		2	5	3	1	4	15.38	23.08	6.47	55.07
V		7		2	2	4	46.67	0.00	15.38	38.00
VI		9	5	3	3	6	30.00	20.00	15.00	35.00

TABLE XVIII

DATA OF RESPONSES TO QUESTION 9:
Do you feel that the methods employed by your supervisor
in pointing out mistakes are:

Group	Response						% of Response			
		1	2	3	4	5	Unfavorable		Favorable	
							1	2	4	5
I		2		6	6	1	16.60	9.00	51.25	6.25
II		1		6	6	1	6.67	0.00	58.33	6.67
III		2	1	3	6	1	15.73	6.67	51.53	6.67
IV			1	3	5	6	0.00	6.67	53.33	60.00
V		6	1	2	3	3	40.00	6.67	23.33	23.33
VI		12	4	4	4	1	48.00	16.00	16.00	4.00

TABLE XIX

DATA OF RESPONSES TO QUESTION 10:
Do you feel that your supervisor is too personal?

Group	Response						% of Response			
		1	2	3	4	5	Unfavorable		Favorable	
							1	2	4	5
I				1	6	7	0.00	0.00	50.00	48.75
II					4	11	0.00	0.23	13.04	77.23
III				2	2	11	0.00	0.00	18.53	76.53
IV					1	14	0.00	0.00	0.23	99.73
V		1	1	2	3	9	6.67	6.67	13.33	63.33
VI		7	4	6	8	4	38.00	16.00	5.00	16.00

groups responded favorably, but it is to be noted that every group felt that at some time or other their supervisors fell short in this area. (Table IX).

The majority of the personnel of Group VI felt that their supervisor did not often forewarn them about changes that affected them. The Naves were evenly split--forty per cent feeling that their supervisor did not often forewarn them, and forty per cent feeling that most of the time they were forewarned. All of the civilians felt that most of the time they were forewarned of changes that affected them, but in every group there were those who felt this area was neglected by their supervisor at times. (Table XII).

When asked how their supervisor compared with other supervisors of their acquaintance it was noted that the workers in Department "B" responded more favorably than the workers in the other groups. The majority of the Naves and the enlisted men of Group VI only rated their supervisors poor or fair. (Table XIII).

The majority of the workers in Groups I, II, IV and V did not feel that they were criticized by their supervisor very often when they did a poor job. The majority of the workers in Groups III and VI felt that they were criticized most of the time. (Table XIII).

The majority of each group felt that they were not able to put things over on their supervisor. Less than ten per cent felt that they were able to put things over on the supervisor most of the time. (Table XIV).

Sixty-four per cent of the Negro enlisted personnel in Group VI felt that their supervisor was waiting for them to slip out of line most

TABLE XX

DATA OF RESPONSES TO QUESTION 11:
Does your supervisor give you the necessary
information about important plans and results
which concern you and your work?

Group						% of Response			
	Response					Unfavorable		Favorable	
		1	2	3	4	1	2	4	5
I		1	5	2	7	5	6.25	18.75	43.75
II			2	5	2	7	0.00	12.50	20.00
III			2	3	6	2	0.00	15.55	55.55
IV			1	1	6	7	0.00	6.67	40.00
V			3	3	2	2	5	20.00	20.00
VI			0	0	3	3	4	26.00	24.00

TABLE XXI

DATA OF RESPONSES TO QUESTION 12:
Does your supervisor inform you about changes
that will affect you?

Group						% of Response			
	Response					Unfavorable		Favorable	
		1	2	3	4	1	2	4	5
I			3	5	7	1	0.00	18.75	43.75
II			2	5	5	7	0.00	12.50	20.00
III			2		4	7	2	15.55	55.55
IV			2	2	5	6	0.00	12.50	24.55
V			2	4	3	5	5	12.50	25.00
VI			10	5	2	3	5	40.00	20.00

TABLE 1

ALL MATRICES ARE REPORTED IN THIS
TABLE. THE FIRST TWO COLUMNS ARE THE
ROW AND COLUMN IDENTIFIERS. THE
LAST COLUMN IS THE TOTAL.

IDENTIFIERS		MATRICES						TOTAL
ROW	COLUMN	1	2	3	4	5	6	
1	1	1	1	1	1	1	1	7
1	2	1	1	1	1	1	1	7
1	3	1	1	1	1	1	1	7
1	4	1	1	1	1	1	1	7
1	5	1	1	1	1	1	1	7
1	6	1	1	1	1	1	1	7

TABLE 2

ALL MATRICES ARE REPORTED IN THIS
TABLE. THE FIRST TWO COLUMNS ARE THE
ROW AND COLUMN IDENTIFIERS. THE
LAST COLUMN IS THE TOTAL.

IDENTIFIERS		MATRICES						TOTAL
ROW	COLUMN	1	2	3	4	5	6	
1	1	1	1	1	1	1	1	7
1	2	1	1	1	1	1	1	7
1	3	1	1	1	1	1	1	7
1	4	1	1	1	1	1	1	7
1	5	1	1	1	1	1	1	7
1	6	1	1	1	1	1	1	7

TABLE XIII

DATA OF RESPONSES TO QUESTION 12:
How do you feel that your supervisor compares
with other supervisors of your acquaintance?
In comparison he is:

Group	Responses	# of Responses							
		Unfavorable				Favorable			
		1	2	3	4	5	1	2	3
I		1	2	4	6	5	6.33	12.50	37.50
II			1	6	5	3	9.30	6.67	33.33
III		1	2	1	3	6	6.67	13.33	33.33
IV			1	1	3	10	2.00	6.67	23.33
V		4	4	2	3	2	33.67	33.67	33.33
VI		10	7	3	3	2	40.00	26.30	13.30

TABLE XIII

DATA OF RESPONSES TO QUESTION 14:
Are you criticized by your supervisor when you
do a poor job?

Group	Responses	# of Responses							
		Unfavorable				Favorable			
		1	2	3	4	5	1	2	3
I			2	4	6	3	0.00	12.50	50.00
II			3	4	5	5	0.00	20.00	30.00
III			2	5	3	1	13.33	13.33	6.67
IV				3	5	7	0.00	0.00	33.33
V		1	1	4	6	3	6.67	6.67	33.33
VI		6	5	3	4	3	21.00	20.00	13.33

Table 1

and dimensions of members in mm
 specified in Table 1. The test specimens were
 prepared in accordance with the provisions of
 BS 5400: Part 1, 1979.

Specimen No.		Dimensions		Load (kN)							Failure
1	2	3	4	5	6	7	8	9	10	11	
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	1
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	111
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	1
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11

Table 2

and dimensions of members in mm
 specified in Table 2. The test specimens were
 prepared in accordance with the provisions of
 BS 5400: Part 1, 1979.

Specimen No.		Dimensions		Load (kN)							Failure
1	2	3	4	5	6	7	8	9	10	11	
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	1
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	111
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	1
10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11

TABLE X-IV

DATA OF RESPONSES TO QUESTION 15:
Do you feel that you are able to set things over
on your supervisor?

Group	Response	1	2	3	4	5	% of Responses			
							Unfavorable		Favorable	
							1	2	4	5
I				2	7	7	0.00	0.00	48.75	41.75
II					9	6	0.00	0.00	60.00	40.00
III		1		4	8	7	6.67	9.00	33.33	44.67
IV		1	1	1	8	9	6.67	6.67	80.00	66.66
V				1	8	8	0.00	6.67	82.00	40.00
VI				1	8	8	0.00	4.00	24.00	64.00

TABLE X-V

DATA OF RESPONSES TO QUESTION 16:
Do you feel that your supervisor is willing
for you to step out of line?

Group	Response	1	2	3	4	5	% of Responses			
							Unfavorable		Favorable	
							1	2	4	5
I		1			8	10	6.66	0.00	12.50	67.50
II					1	14	0.00	0.00	6.67	83.33
III		2		1	9	13	12.50	0.00	12.50	67.67
IV		1		2		11	6.67	0.00	0.00	71.42
V		1	2	1	1	12	6.67	12.50	6.67	67.67
VI		11	8	8	2	4	44.00	20.00	0.00	16.00

of the time. In comparison twenty per cent or less of the subjects comprising the other groups felt that their supervisor was waiting for them to step out of line most of the time. One hundred per cent of the female civilians of Department "A" felt that their supervisor either never did or not often. (Table XIV).

A decided majority of the subjects in Groups I-IV felt that their supervisor fairly assigned the unpleasant tasks. A bare majority of the Group VI subjects felt this way too. It was the majority of the enlisted Waves who felt that their supervisor did not fairly assign the unpleasant tasks. This source of conflict was frequently mentioned by the Waves in their comments. See Appendix C for some comments. (Table XXVI).

A decided majority of all the subjects in Groups I, II, III, IV, and VI, and a bare majority in Group V, disapproved of anyone in the group taking advantage of the supervisor. (Table XIVII).

Only a majority of Group VI subjects felt that most of the time did their supervisor allow other persons in the section to get away with the same things that they would not be allowed to get away with. The civilians felt more highly of their supervisor on this point than did the Navy personnel--Waves and Negro enlisted. (Table XIVIII).

To the question: "Does your supervisor give you the proper backing up when you are in the right?" the majority of the civilians felt that their supervisors did most of the time. Group VI personnel were almost evenly divided in their opinions to this question, with a bare majority expressing an unfavorable opinion to this question. (Table XXIX).

TABLE XVII

DATA OF RESPONSES TO QUESTION 17:

Does your supervisor fairly assign the unpleasant tasks?

Group	Responses	% of Response								
							Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I		1	1	3	6	3	6.25	6.25	50.00	18.75
II		2	2	2	6	3	20.00	12.50	12.50	20.00
III		1		1	6	7	6.67	3.00	40.00	46.67
IV		2			5	3	12.50	0.00	21.25	57.25
V		5	2	2	2	4	22.22	12.22	12.22	36.67
VI		6	4	2	5	7	24.00	16.00	26.00	34.00

TABLE XVIII

DATA OF RESPONSES TO QUESTION 18:

How do you feel towards any person in your section who takes advantage of your supervisor?

Group	Response	% of Response								
							Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I				2	5	6	0.00	0.00	21.25	58.00
II				2	7	3	0.00	0.00	46.67	40.00
III		1			6	6	6.67	0.00	40.00	32.33
IV		1		6	4	4	6.67	0.00	26.67	32.67
V		2	2	6	1	4	12.50	12.50	6.67	26.67
VI		1	2	11	6	3	4.00	6.00	24.00	20.00

The civilians as a group felt that their supervisors encouraged them to offer new ideas and suggestions to a greater extent than did the service personnel. The majority of the Negroes felt that their supervisors encouraged them along this line all the time. Over twenty-five per cent felt that their supervisors did not encourage them to offer new ideas or suggestions most of the time. Group VI were sixty-four per cent unfavorable as compared to sixteen per cent favorable in their comment of their supervisor. (Table III).

The majority of the subjects of Groups I-V felt that they and the others in their groups received praise or recognition for a job well done. A bare majority of 5.67 per cent, or just one man, in the group of male civilians of Department "B" among a not favorable opinion of the supervisors along this line. Again the Negro and Filipino subjects made a majority unfavorable opinion. (Table III).

To the probe "Do you feel that you are hampered in your work by your supervisor?" the most unfavorable responses were made by the personnel of Group VI. The female civilians of the two departments (Groups II and IV) felt that they were never or not often hampered by their supervisors. The Group IV personnel were 100 per cent favorable in their response. The male civilians in both departments were more favorable than the Negroes of Group V. (Table III).

The range of civilians making favorable responses to the inquiry "Does your supervisor give conflicting or contradictory orders?" was between sixty and eighty per cent. Again the enlisted Negro made a 45.67 per cent favorable response. The majority of the personnel of Group VI were unfavorable. (Table III).

TABLE XXX

DATA OF RESPONSES TO QUESTION 21:
Does your supervisor encourage you to offer
new ideas and suggestions?

Group	Response						% of Response			
		1	2	3	4	5	Unfavorable		Favorable	
							1	2	4	5
I			5		6	7	0.00	18.75	37.50	43.75
II		2		4	2	7	12.53	0.00	12.53	46.67
III		5		3	2	7	20.00	0.00	12.53	46.67
IV		1	2	1	2	9	6.67	12.53	12.53	50.00
V		5	1	4		7	20.00	6.67	0.00	46.67
VI		12	4	5	1	5	48.00	16.33	4.00	12.33

TABLE XXXI

DATA OF RESPONSES TO QUESTION 22:
Do you feel that you or others in your group receive
praise or recognition for a job well done?

Group	Response						% of Response			
							Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I		2	3	2	6	3	12.50	16.75	37.50	16.75
II		1	1	4	7	2	6.67	6.67	46.67	15.33
III		2	5	4	5	1	12.53	20.00	55.33	6.67
IV			2	2	8	3	0.00	12.53	52.53	20.00
V		2	5	5	2	4	12.53	15.33	15.33	36.67
VI		6	7	5	1	6	24.00	22.00	4.00	24.00

TABLE XXII

DATA OF RESPONSES TO QUESTION 23:
Do you feel that you are hampered in your work by
your supervisor?

Group	Responses	% of Response					Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I				5	6	5	0.00	0.00	17.50	21.85
II			1	1	6	7	3.33	6.67	40.00	46.67
III			2	2	2	9	0.00	13.33	13.33	69.00
IV					5	10	0.00	0.00	31.25	68.67
V		1	2	5	2	5	6.67	13.33	13.33	31.75
VI		6	5	4	3	5	22.00	20.00	13.00	40.00

TABLE XXIII

DATA OF RESPONSES TO QUESTION 24:
Does your supervisor give conflicting or contradictory orders?

Group	Responses						% of Response				
		1	2	3	4	5	Unfavorable		Favorable		
		1	2	3	4	5	1	2	3	4	5
I				5	7	4	0.00	0.00	41.75	25.00	
II			2	4	4	5	0.00	13.33	26.67	33.33	
III			2	5	6	4	0.00	13.33	40.00	26.67	
IV			1	2	3	2	0.00	6.67	20.00	20.00	
V			3	5	4	3	0.00	20.00	16.67	20.00	
VI		7	5	7	4	4	22.50	11.00	16.50	16.00	

Table 1

Table 1 shows the results of the
 of the data of the first two years of the
 of the data of the first two years of the

Group 1		Group 2		Group 3					Total
Year	1970	Year	1971	Year	1972	Year	1973	Year	
1970	10.0	1971	10.0	1972	10.0	1973	10.0	1974	10.0
1971	10.0	1972	10.0	1973	10.0	1974	10.0	1975	10.0
1972	10.0	1973	10.0	1974	10.0	1975	10.0	1976	10.0
1973	10.0	1974	10.0	1975	10.0	1976	10.0	1977	10.0
1974	10.0	1975	10.0	1976	10.0	1977	10.0	1978	10.0
1975	10.0	1976	10.0	1977	10.0	1978	10.0	1979	10.0

Table 2

Table 2 shows the results of the
 of the data of the first two years of the
 of the data of the first two years of the

Group 1		Group 2		Group 3					Total
Year	1970	Year	1971	Year	1972	Year	1973	Year	
1970	10.0	1971	10.0	1972	10.0	1973	10.0	1974	10.0
1971	10.0	1972	10.0	1973	10.0	1974	10.0	1975	10.0
1972	10.0	1973	10.0	1974	10.0	1975	10.0	1976	10.0
1973	10.0	1974	10.0	1975	10.0	1976	10.0	1977	10.0
1974	10.0	1975	10.0	1976	10.0	1977	10.0	1978	10.0
1975	10.0	1976	10.0	1977	10.0	1978	10.0	1979	10.0

The majority of all the personnel in this investigation, except the enlisted Navy, felt that they had an opportunity in their job situation to show their supervisor how well they could perform their job. (Table XXIV).

The majority of civilians, male and female, in Department "A" together with a majority of the subjects of Groups V and VI did not feel that promotions were going to the best qualified workers. Only the majority of the workers in Department "B" were favorable in their response to this question. (Table XXV).

The majority of all the subjects felt that their supervisors were consistent in the standard of work performance required. (Table XXVI).

The civilians felt that their supervisors were popular with the other supervisors, whereas the majority of the service personnel felt that their supervisors were slightly less popular than average. (Table XXVII).

The same pattern of responses appeared when the subjects were asked "How popular is your supervisor with the other workers in the group?" The majority of the civilians felt that their supervisors had average popularity or more, whereas the service personnel felt that their supervisors were less popular than average with the workers. (Table XXVIII).

When asked how they thought they compared with the other workers in their section, the majority in each group considered themselves in their opinion as about average. Some of the workers in Department "A" considered themselves below average. Of the male civilians in

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TABLE XXXIV

DATA OF RESPONSES TO QUESTION 22:

Do you feel that you have an opportunity in your job situation to show your supervisor how well you can perform your job?

Group	Response						% of Response			
		1	2	3	4	5	Unfavorable		Favorable	
							1	2	4	5
I		5	1	2	6	5	16.75	6.15	51.25	51.25
II			2	2	4	6	0.00	20.00	26.67	40.00
III		1	3	2	0	5	6.67	20.00	40.00	33.33
IV			1	2	7	5	0.00	6.67	46.67	53.33
V		5	2	2	5	1	55.55	11.11	35.55	6.67
VI		5	1	5	4	10	20.00	4.00	16.00	40.00

TABLE XXXV

DATA OF RESPONSES TO QUESTION 23:

Do you feel that promotions are going to the best qualified persons?

Group	Response	% of Response								
		1	2	3	4	5	Unfavorable		Favorable	
							1	2	4	5
I		4	7	1	3	1	25.00	42.75	16.75	6.25
II		1	6	4	2	1	6.67	40.00	33.00	6.67
III		1	2	5	7		6.67	11.11	46.67	33.33
IV		2	2	5	4	2	15.55	15.55	26.67	15.55
V		2	0	3	2	2	15.78	40.00	15.78	15.78
VI		4	6	3	3	7	16.00	32.00	18.00	32.00

TABLE XXVI

DATA OF RESPONSES TO QUESTION 27:

Do you feel that your supervisor is consistent in the standard of work performance that he requires?

Group	Responses					% of Response			
	1	2	3	4	5	Unfavorable		Favorable	
	1	2	3	4	5	1	2	4	5
I	1	2	3	9	1	0.25	12.50	56.25	0.25
II	1	1	2	2	2	6.67	6.67	90.00	16.25
III	1	1	1	9	3	6.67	6.67	80.00	80.00
IV		1	2	3	7	0.00	6.67	33.33	46.67
V	3	3	1	1	7	20.00	20.00	6.67	46.67
VI	5	2	5	5	7	20.00	15.00	35.00	28.00

TABLE XXVII

DATA OF RESPONSES TO QUESTION 28:

How popular is your supervisor with other supervisors?

Group	Responses					% of Response			
	1	2	3	4	5	Unfavorable		Favorable	
	1	2	3	4	5	1	2	4	5
I		1	12		2	0.00	8.33	0.00	16.75
II	1		9	2	3	6.67	0.00	15.25	20.00
III		3	4	3	4	0.00	20.00	20.00	26.67
IV		1	5	3	4	0.00	6.67	20.00	40.00
V	3	1	6		2	33.33	6.67	0.00	20.00
VI	6	4	9		6	24.00	16.00	0.00	24.00

TABLE 2000

PER CENTAGE OF CHANGES IN 1951
 of employees of manufacturing firms, 1940-1950
 Distribution of 1951 changes by size of firm, 1940-1950

changed by 5									percent	total
decreased	increased	decreased	increased	1	2	3	4	5		
10,000	10,000	10,000	10,000	1	1	1	1	1		I
10,000	10,000	10,000	10,000	1	1	1	1	1		II
10,000	10,000	10,000	10,000	1	1	1	1	1		III
10,000	10,000	10,000	10,000	1	1	1	1	1		IV
10,000	10,000	10,000	10,000	1	1	1	1	1		V
10,000	10,000	10,000	10,000	1	1	1	1	1		VI

TABLE 2001

PER CENTAGE OF CHANGES IN 1951
 Distribution of 1951 changes by size of firm, 1940-1950

changed by 5									percent	total
decreased	increased	decreased	increased	1	2	3	4	5		
10,000	10,000	10,000	10,000	1	1	1	1	1		I
10,000	10,000	10,000	10,000	1	1	1	1	1		II
10,000	10,000	10,000	10,000	1	1	1	1	1		III
10,000	10,000	10,000	10,000	1	1	1	1	1		IV
10,000	10,000	10,000	10,000	1	1	1	1	1		V
10,000	10,000	10,000	10,000	1	1	1	1	1		VI

TABLE XXVIII

DATA OF RESPONSES TO QUESTION 29:
How popular is your supervisor with the other
workers in the group?

Group	Response						% of Response			
		1	2	3	4	5	Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I		1	2	7	2	4	6.25	12.50	12.50	25.00
II			1	7	6	2	0.00	6.67	33.33	17.33
III				8	4	3	0.00	20.00	20.00	37.33
IV					4	2	0.00	0.00	17.33	60.00
V		6	1	6	2	2	33.33	6.67	17.33	17.33
VI		6	5	6		6	24.00	20.00	0.00	24.00

TABLE XXIX

DATA OF RESPONSES TO QUESTION 30:
How do you think you compare with the other workers
in your section?

Group	Response						% of Response			
		1	2	3	4	5	Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I				2	8	6	0.00	0.00	30.00	57.20
II				13	2		0.00	0.00	15.38	0.00
III			1	8	6		0.00	6.67	45.00	0.00
IV			1	10	8	1	0.00	6.67	20.00	6.67
V			1	8	4	2	0.00	6.67	26.67	13.33
VI		2	2	10	8	3	8.30	8.00	22.00	17.00

Department "A", 87.5 per cent considered themselves better than average. The next highest group was the Negro enlisted men of Group VI, as forty-four per cent considered themselves above average. (Table XXIX).

The decided majority of all workers in all groups felt that they know what was expected of them on their job better than average. (Table XL).

The majority of the female civilians of Department "B" and the Navy enlisted personnel felt that their supervisors had provided training for them to an extent that they cannot handle other than their present job with difficulty. The other groups felt that they had been adequately trained by their supervisors. (Table XLI).

When asked "How do you think your supervisor compares you with the other workers in your section?" the majority in all groups felt that they were considered among the average group. None of the workers in Groups II, IV and V felt that they were considered below average. The male civilians in Department "A", to the extent of seventy-five per cent of the group, felt that they were considered above average. (Table XLII).

The largest percentage of the subjects of Group I and VI responded that they felt resentful to Navy type discipline most of the time or more. The female civilians of Group II, as a group, felt the least resentful to Navy type discipline. (Table XLIII).

The majority of the male civilians of Department "A" (Group I) and the enlisted Waves of Group V felt that civilians resent taking

TABLE XL

DATA OF RESPONSES TO QUESTION 21:
I feel that I know what is expected of me in my job

Group	Response	% of Response							
						Unfavorable		Favorable	
		1	2	3	4	5	1	2	3
I				1	4	11	0.30	0.00	35.00
II	1		5	2	7		6.67	0.00	13.33
III		1		5	9		0.00	6.67	33.33
IV	2		2	2	8		12.50	0.00	12.50
V		2	1	3	9		3.00	12.50	33.00
VI	1	1	4	8	11		4.00	4.00	22.00

TABLE XLI

DATA OF RESPONSES TO QUESTION 22:
Do you feel that your supervisor has provided
training for you so that you can:

Group	Response	% of Response							
						Unfavorable		Favorable	
		1	2	3	4	5	1	2	3
I		2	5	1	1	7	12.50	31.25	0.25
II	1	2	5	2	4		6.67	12.50	15.00
III	1	4	2	2	5		6.67	26.67	30.00
IV		6	6	1	2		0.00	40.00	6.67
V	1	2	4	1	4		6.67	33.33	6.67
VI	6	1	2	7	9		24.00	4.00	16.00

TABLE 1

PERCENTAGE OF POPULATION IN EACH
AGE GROUP, BY SEX, 1950-1959

AGE GROUP		PERCENTAGE		SEX		TOTAL	
Male	Female	Male	Female	Male	Female	Male	Female
0-4	0-4	12.5	12.5	12.5	12.5	12.5	12.5
5-9	5-9	12.5	12.5	12.5	12.5	12.5	12.5
10-14	10-14	12.5	12.5	12.5	12.5	12.5	12.5
15-19	15-19	12.5	12.5	12.5	12.5	12.5	12.5
20-24	20-24	12.5	12.5	12.5	12.5	12.5	12.5
25-29	25-29	12.5	12.5	12.5	12.5	12.5	12.5
30-34	30-34	12.5	12.5	12.5	12.5	12.5	12.5
35-39	35-39	12.5	12.5	12.5	12.5	12.5	12.5
40-44	40-44	12.5	12.5	12.5	12.5	12.5	12.5
45-49	45-49	12.5	12.5	12.5	12.5	12.5	12.5
50-54	50-54	12.5	12.5	12.5	12.5	12.5	12.5
55-59	55-59	12.5	12.5	12.5	12.5	12.5	12.5
60-64	60-64	12.5	12.5	12.5	12.5	12.5	12.5
65-69	65-69	12.5	12.5	12.5	12.5	12.5	12.5
70-74	70-74	12.5	12.5	12.5	12.5	12.5	12.5
75-79	75-79	12.5	12.5	12.5	12.5	12.5	12.5
80-84	80-84	12.5	12.5	12.5	12.5	12.5	12.5
85-89	85-89	12.5	12.5	12.5	12.5	12.5	12.5
90-94	90-94	12.5	12.5	12.5	12.5	12.5	12.5
95-99	95-99	12.5	12.5	12.5	12.5	12.5	12.5
100+	100+	12.5	12.5	12.5	12.5	12.5	12.5

TABLE 2

PERCENTAGE OF POPULATION IN EACH
AGE GROUP, BY SEX, 1960-1969

AGE GROUP		PERCENTAGE		SEX		TOTAL	
Male	Female	Male	Female	Male	Female	Male	Female
0-4	0-4	12.5	12.5	12.5	12.5	12.5	12.5
5-9	5-9	12.5	12.5	12.5	12.5	12.5	12.5
10-14	10-14	12.5	12.5	12.5	12.5	12.5	12.5
15-19	15-19	12.5	12.5	12.5	12.5	12.5	12.5
20-24	20-24	12.5	12.5	12.5	12.5	12.5	12.5
25-29	25-29	12.5	12.5	12.5	12.5	12.5	12.5
30-34	30-34	12.5	12.5	12.5	12.5	12.5	12.5
35-39	35-39	12.5	12.5	12.5	12.5	12.5	12.5
40-44	40-44	12.5	12.5	12.5	12.5	12.5	12.5
45-49	45-49	12.5	12.5	12.5	12.5	12.5	12.5
50-54	50-54	12.5	12.5	12.5	12.5	12.5	12.5
55-59	55-59	12.5	12.5	12.5	12.5	12.5	12.5
60-64	60-64	12.5	12.5	12.5	12.5	12.5	12.5
65-69	65-69	12.5	12.5	12.5	12.5	12.5	12.5
70-74	70-74	12.5	12.5	12.5	12.5	12.5	12.5
75-79	75-79	12.5	12.5	12.5	12.5	12.5	12.5
80-84	80-84	12.5	12.5	12.5	12.5	12.5	12.5
85-89	85-89	12.5	12.5	12.5	12.5	12.5	12.5
90-94	90-94	12.5	12.5	12.5	12.5	12.5	12.5
95-99	95-99	12.5	12.5	12.5	12.5	12.5	12.5
100+	100+	12.5	12.5	12.5	12.5	12.5	12.5

TABLE XLII

DATA OF RESPONSES TO QUESTION 32:
How do you think your supervisor compares you with
the other workers in the section?

Group	Response						% of Response			
							Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I			2	2	3	3	0.00	14.50	14.75	14.25
II				11	2	2	0.00	0.00	6.67	6.67
III		1	1	3	4	1	6.67	6.67	26.67	6.67
IV				5	2	5	0.00	0.00	12.22	12.22
V				7	2	5	0.00	0.00	22.22	22.22
VI			5	11	3	6	0.00	20.00	11.00	24.00

TABLE XLIII

DATA OF RESPONSES TO QUESTION 33:
Do you feel resentment to Navy by a discipline?

Group	Response						% of Response			
							Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I		4	5	4	3	2	24.00	10.76	12.75	12.50
II		1	1	1	3	4	6.67	6.67	33.33	26.67
III			2	6	1	6	0.00	12.72	6.67	40.00
IV		1	1	4	5	4	6.67	6.67	33.33	30.67
V				2	2	10	0.00	0.00	20.00	60.67
VI		2	2	5	5	5	16.00	12.00	20.00	12.00

Table 1

Table 1 shows the results of the analysis of variance for the different treatments. The results are given in the form of a table with the following columns: Treatment, Replicate, and the different parameters measured. The results are given in the form of a table with the following columns: Treatment, Replicate, and the different parameters measured.

Treatment		Replicate		Parameters					Total
Treatment	Replicate	Treatment	Replicate	1	2	3	4	5	
T1	R1	T2	R2	1	2	3	4	5	1
T1	R1	T2	R2	1	2	3	4	5	2
T1	R1	T2	R2	1	2	3	4	5	3
T1	R1	T2	R2	1	2	3	4	5	4
T1	R1	T2	R2	1	2	3	4	5	5
T1	R1	T2	R2	1	2	3	4	5	6
T1	R1	T2	R2	1	2	3	4	5	7
T1	R1	T2	R2	1	2	3	4	5	8
T1	R1	T2	R2	1	2	3	4	5	9
T1	R1	T2	R2	1	2	3	4	5	10

Table 2

Table 2 shows the results of the analysis of variance for the different treatments. The results are given in the form of a table with the following columns: Treatment, Replicate, and the different parameters measured. The results are given in the form of a table with the following columns: Treatment, Replicate, and the different parameters measured.

Treatment		Replicate		Parameters					Total
Treatment	Replicate	Treatment	Replicate	1	2	3	4	5	
T1	R1	T2	R2	1	2	3	4	5	1
T1	R1	T2	R2	1	2	3	4	5	2
T1	R1	T2	R2	1	2	3	4	5	3
T1	R1	T2	R2	1	2	3	4	5	4
T1	R1	T2	R2	1	2	3	4	5	5
T1	R1	T2	R2	1	2	3	4	5	6
T1	R1	T2	R2	1	2	3	4	5	7
T1	R1	T2	R2	1	2	3	4	5	8
T1	R1	T2	R2	1	2	3	4	5	9
T1	R1	T2	R2	1	2	3	4	5	10

orders from Navy personnel. Some of the female civilians of Department "B" (Group IV) said they felt that civilians resent taking orders from Navy personnel. (Table XLIV).

The majority of the female civilians of both Departments "A" and "B" reported that they had no preference for either a male or female supervisor. However, there was a larger percentage in each of the six groups who disliked having a woman supervisor than those who liked having a woman supervisor. It is significant that 57.22 percent of the enlisted Waves expressed a dislike for having a woman supervisor. (Table XLV).

The majority of all the subjects in each of the groups, except the Waves in Group V, expressed no preference for either a Wave or a civilian woman supervisor. Some of the remainder expressed a dislike for having a Wave supervisor, except the Group VI personnel, who expressed a like for having a Wave supervisor. (Table XLVI).

To the question, "In general, do you feel that women supervisors pay too much attention to petty details?" the majority of the subjects from Department "B" expressed a neutral attitude, e.g. a response of "some of the time." The "most of the time" response was made by a majority of those from Groups I, V and VI. The "not often" response was made by a majority of Group II personnel. (Table XLVII).

When asked, "In general, do you feel that women supervisors allow personalities to influence their decisions more than men?" the majority of Groups II and III expressed a "some of the time" response. A majority of the subjects of Groups I, V and VI expressed "most of the time" response. A majority of the female civilians in Group IV expressed the "not often" response. (Table XLVIII).

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TABLE XLIV

DATA OF RESPONSES TO QUESTION 34:
Do you feel that civilians respect taking orders
from Navy personnel?

Group	Responses						P of Response				
		1	2	3	4	5	Unfavorable		Favorable		
		1	2	3	4	5	1	2	3	4	
I			3	4	4	4	1	18.75	25.00	25.00	6.38
II			1	1	4	6	8	6.67	6.67	43.33	33.33
III				1	7	6	1	0.00	6.67	40.00	6.67
IV					3	5	7	0.00	0.00	33.33	46.67
V					5	6	1	33.33	40.00	13.33	6.67
VI					6	5	6	5	5	33.33	34.30

TABLE XLV

DATA OF RESPONSES TO QUESTION 35:
What are your feelings about working for civilian supervisors?

Group	Responses					P of Response				
						Unfavorable		Favorable		
	1	2	3	4	5	1	2	3	4	
I		5	5	5	1	31.25	31.25	6.25	3.00	
II		2	5	9		1	13.33	33.33	0.00	6.67
III		4	4	6	1		26.67	33.33	6.67	0.00
IV		6	1	7	1		40.00	6.67	6.67	0.00
V		11	5	2			72.73	12.50	0.00	0.00
VI		7	4	3	2	1	28.30	6.30	33.30	6.30

Table 1

Table 1 shows the results of the experiment. The data is presented in a table with 10 columns and 6 rows. The first column is labeled 'Trial' and the remaining columns are labeled 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I', and 'J'. The data is as follows:

Trial	A	B	C	D	E	F	G	H	I	J
1	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
2	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1
3	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2
4	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3
5	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4
6	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5

Table 2

Table 2 shows the results of the experiment. The data is presented in a table with 10 columns and 6 rows. The first column is labeled 'Trial' and the remaining columns are labeled 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I', and 'J'. The data is as follows:

Trial	A	B	C	D	E	F	G	H	I	J
1	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
2	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1
3	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2
4	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3
5	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4
6	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5

TABLE XLVI

DATA OF RESPONSES TO QUESTION 27:
What are your feelings about working under a Navy Officer
in comparison with a civilian woman supervisor?

Group	Response						% of Responses			
		1	2	3	4	5	Unfavorable		Favorable	
		1	2	3	4	5	1	2	3	4
I		6	2	6	1	1	27.50	11.50	6.25	6.25
II		1	3	10	1		6.67	20.00	6.67	6.67
III		6	1	6			40.00	6.67	5.33	6.33
IV		3	2	10			20.00	12.50	9.30	9.30
V		2	2	2	4	5	13.33	18.95	26.67	33.33
VI		4	3	10	4	4	16.00	12.00	16.00	12.00

TABLE XLVII

DATA OF RESPONSES TO QUESTION 28:
In general, do you feel that women supervisors
pay too much attention to petty details?

Group	Response						% of Responses			
		1	2	3	4	5	Unfavorable		Favorable	
		1	2	3	4	5	1	2	3	4
I		4	6	5	1		25.00	37.50	6.25	0.00
II		1	4	4	5	1	6.67	26.67	27.33	6.67
III		2	2	7	4		13.33	13.33	26.67	0.00
IV		2	3	7	2	1	13.33	20.00	13.33	6.67
V		4	5	3			26.67	55.35	0.00	0.00
VI		6	5	5	4	3	32.00	20.00	16.00	12.00

[illegible]

TABLE XLVIII

DATA OF RESPONSES TO QUESTION 32:
In general, do you feel that women supervisors
allow personalities to influence their decisions
more than men?

Group	Response						% of Responses			
		1	2	3	4	5	Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I		9	9	2	2		18.75	38.25	11.3	12.00
II			4	7	2	2	0.00	36.67	15.83	15.83
III		2		11	1	1	13.33	0.00	6.67	6.67
IV		2	3	3	2	3	13.33	20.00	11.33	20.00
V		3	6	2	2		33.33	40.00	13.33	0.00
VI		6	3	10	2	2	24.00	10.00	8.00	6.00

TABLE XLIX

DATA OF RESPONSES TO QUESTION 42:
Do you feel that your supervisor does not like
to see you get too good on your job
or try to get ahead too fast?

Group	Response						% of Responses			
		1	2	3	4	5	Unfavorable		Favorable	
		1	2	3	4	5	1	2	4	5
I			2	2	3	2	0.00	11.33	13.75	20.00
II				2		12	0.00	0.00	0.00	20.00
III		1	3	3	1	9	6.67	13.33	6.67	23.33
IV				1	3	13	0.00	0.00	13.75	60.00
V		4		1	1	9	26.67	3.33	6.67	33.33
VI		3	1	3	3	3	20.00	6.67	11.33	13.33

A majority of the Group VI subjects felt that their supervisor does not like to see them get too good on their job or try to get ahead too fast. The majority of the other subjects did not feel this very often. (Table XLIX).

These latter questions support the conclusions of Laird (25).

The third and final part of the questionnaire consisted of Questions 1-5, inclusive. By use of these open-and type questions an attempt was made to find out some specific likes and dislikes for Navy, civilian, male, and female type supervisors; also what the individuals felt was the best way to get along with their supervisors, and what suggestions, if needed, would improve their supervisors. In the final question the subjects were given an opportunity to write about any subject that was causing their job or job situation to be less satisfying.

The responses to Questions 1 to 5 were categorized, and the typical comments of each category appear in Appendix C.

Section VI
INTERPRETATION

Supervisors as a group were consistently more favorable in their responses than their subordinates. In his study, Galster (p. 11) found the same to be true.

The civilians as a group consistently were more favorable in their responses than the service personnel. They were under the supervision of Navy Officers or other civilians. From the answers in the open-end questions about likes/dislikes, it appeared that the civilians respected their Navy supervisors. They felt that they were impartial, that their dignity added force to the orders, that they were consistent in discipline. They felt that their civilian supervisors had the same problems as they did, were one of them, etc.

On the other hand, the Navy enlisted personnel had a variety of kinds of supervisors. Most of the Navies expressed deep resentment towards civilian supervisors. Thus the difference between the dislikes of the civilians and the Navies appears one of degree. The Navies were intense in their dislike of civilians--and were especially of female civilian supervisors. This is shown in Table XIV.

The group with the most consistent unfavorable responses was the Negro and Filipino enlisted personnel of Group VI. The main resentment was centered on the Chief-in-charge. There appeared an intense dislike for this person. The feeling against this person was almost unanimous for the whole group. Perhaps if the attitude

Introduction

Background

This is a preliminary report on the results of the first phase of the project.

The project was initiated in 1998 and has since then been carried out in a series of stages.

The first stage was the collection of data from the various sources.

The data was then analysed and the results were presented in a series of reports.

The second stage was the development of a model to explain the results.

The model was then tested and the results were compared with the data.

The third stage was the development of a policy to address the issues.

The policy was then implemented and the results were monitored.

The fourth stage was the evaluation of the project.

The evaluation was carried out by a group of experts in the field.

The results of the evaluation were then presented to the public.

The project has been successful in achieving its objectives.

The results of the project have been used to inform policy and practice.

The project has also raised awareness of the issues.

The project has been a valuable experience for all involved.

The project has also provided a platform for further research.

The project has been a success and we are grateful to all who have supported it.

The project will continue to be monitored and evaluated.

The project has been a valuable experience for all involved.

The project has also provided a platform for further research.

The project has been a success and we are grateful to all who have supported it.

The project will continue to be monitored and evaluated.

of Praeger (10) in his projective techniques were applied, or even by use of interview techniques, it would be possible to determine whether he was the natural object of their frustrations as a result of other unsatisfactory job situations or not. But the results of this experiment point out that the lowest morale group was Group VI, and that this group was consistent in their intense dislike for their supervisor.

The results of this study also pointed out that the women consistently were more intense in their dislike for a woman supervisor. In the open-end questions, when asked what they disliked about women supervisors, their responses supported the conclusions of Leifer (11) that he listed the reasons women prefer men bosses. That was expressed preference for a male supervisor.

The reasons listed by the groups in regard to dislike of women supervisors supports in part the conclusions of Leifer (11, pp. 124-125). Leifer stated that the prejudices against women supervisors voiced by many men as well as women were (1) women supervisors do not give sufficient credit to those who work for them; (2) women supervisors do not like to have those under them "get too good" or "try to get ahead too fast"; (3) women supervisors are too personal; (4) women supervisors are too fussy, particular, and prying; (5) women supervisors are often too skeptical of their own workers; and (6) "Working for a woman is not exciting enough; we like to have some men around." The comments made by the various groups support the first four of these statements; no mention was made of the prejudices expressed in (5) and (6) above.

In analysis of Question 5, which was designed to give each subject an opportunity to discuss his problems, points out that job situations are not satisfying unless each feels that his efforts are appreciated, that his supervisor and the management realize both the difficulty and the importance of what he is doing, that they do not in any way look down on him or his work even though his work may be of a routine character.

Paragraph (11) points out the function of a good supervisor. In building confidence he must keep promises; be fair and impartial; make prompt decisions; consider the welfare of others; and be an easy-to-talk-to person. He must develop initiative; prevent grievances; correct mistakes; develop underlings; and get cooperation. Paragraphs pointed out certain of these areas that they felt lacking in their supervisors. It was found that the frequency of the number of felt shortcomings in the supervisor is in direct proportion to the intensity of dislike for the supervisor by the supervised personnel.

An important point to note is that the most frequent comment about like-dislike of various types of supervisors was that it did not make any difference whether the supervisor was Negro or civilian, male or female. The important thing was that or not that supervisor employed good supervisory techniques. Although it was established that some supervisors in general did have certain tendencies, nevertheless it was up to the individual supervisor to overcome certain basic prejudices. A supervisor who satisfied the basic needs of those whom he supervised was a good supervisor regardless of race or type of service. Paragraph (12, p. 111) states:

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As far as the job is concerned, most persons want at least four things:

1. Security in his work
 2. A feeling that he is accepted by the group he works with, that he "belongs" to it
 3. Some recognition that his job is well done
 4. An adequate opportunity to participate—that is, to do something his own way, to make suggestions, to feel that he is helping in the total achievement of the organization.
- When a person feels that these demands are not being satisfied, feelings of personal inadequacy and dissatisfactions are likely to crop up.

Thus it is when these basic needs are not being satisfied that dissatisfactions become "my supervisor is a woman" or "a civilian" etc. rear their head. And any attempt to solve the resultant personnel problems in the area of Navy supervising civilians, civilians supervising Navy personnel, Navies supervising men, etc. without taking into account the basic needs of the workers, will only be a partial solution. This experiment has attempted to set up an experimental design for investigating the areas of conflict between supervisors and non-supervisory between various groups. It appeared from the results that the areas of conflict were not as much due to differences in type of supervision, e.g. Navy or civilian, male or female, but were the result of the supervisory techniques employed by the supervisors.

The best method for administering a questionnaire of an experimental nature such as this was that employed with Groups I, II, and VI. With these groups it was possible to assemble the subjects in a separate room; to explain to them the nature of the project; how they happened to be the ones selected for the experiment; to reassure them that an attempt would be made to find out and deal with any adverse

criticism. No difference was noted between the extent of completion of the questionnaires of Groups I and II, and Group VI due to the imposition of a time limit (thirty minutes) with the first two groups, and no time limit with Group VI.

The methods employed with Groups III and IV were hampered by circumstances over which there was no control. As there was no physical space where the test group could be assembled, and as it was not possible to explain the nature of the project in detail or dispel their natural suspicions, it was not too surprising that several left without returning their questionnaires. Even though these questionnaires were later returned via mail, the results with this group must be cautiously received.

Another possible source of error might have been the result of not having the answers randomly placed. As it was, an attempt was made to have the unfavorable through neutral to favorable responses in each question. Had the responses been randomly placed the possibility of a subject hurriedly checking off the end of several positions on the scale would have been greatly reduced.

Further, the general questions concerning women supervisors, as found in Questions 23-25, could readily reflect the morale of the individuals even though in their particular job situation they were not experiencing conflict with a woman supervisor. It is felt that these last items should be omitted from the instrument in the future.

This experimental device does point out areas where the supervisors are felt to be lacking by their supervised personnel. To isolate the

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specific weaknesses of individual supervisors, it would be best to have only the personnel supervised by that individual use the instrument. In this study various individuals in the same department rated various supervisors. Thereby it was possible to get a general picture of the areas of weaknesses within the department. It was not possible to get the specific weaknesses of specific supervisors. However, this critical device should not be used in any group unless it was the policy to use the data obtained as a means of training for the personnel rated--never as a rating of the personnel. No action against a supervisor should be taken except in training courses in supervisory techniques.

In addition to being a source of training for better supervision of the supervisory personnel, it was demonstrated that the instrument serves as a therapeutic device for the supervised personnel. As a result of talks with some of the subjects it was obvious that the groups as a whole felt better when given an opportunity to express their opinions about their supervisors' weaknesses and to further discuss other problems that might be bothering them. Many expressed the comment that they "felt so much better since I've gotten some of the things that have been bothering me off my chest." As an extreme case the personnel of Camp VI came to look upon the investigator as someone who was going to help them, and as one interested in them and their problems. They looked upon the questionnaire as a device that might help to remove their unpopular supervisor. Although their consensus would be to replace the supervisor, it is the opinion

1. The first step in the process of developing a business plan is to conduct a thorough market research. This involves identifying the target market, understanding the needs and preferences of the customers, and analyzing the competitive landscape. Market research can be conducted through various methods, including surveys, interviews, focus groups, and secondary research.

2. Once the market research is complete, the next step is to develop a clear and concise business plan. This plan should outline the company's mission, vision, and goals, as well as the strategies and tactics for achieving them. It should also include a detailed financial plan, including a budget, cash flow statement, and income statement.

3. The third step in the process is to develop a marketing plan. This plan should outline the company's marketing objectives, target audience, and the strategies and tactics for reaching the target audience. It should also include a detailed budget for the marketing activities.

4. The fourth step is to develop a financial plan. This plan should outline the company's financial objectives, including the amount of capital required, the sources of funding, and the expected return on investment. It should also include a detailed budget for the financial activities.

5. The final step in the process is to develop a management plan. This plan should outline the company's organizational structure, the roles and responsibilities of the management team, and the strategies and tactics for implementing the business plan. It should also include a detailed budget for the management activities.

of the investigator that this supervisor should be trained in supervisory techniques. If he could obtain "leadership" in place of his present "driftship" the personnel of Group VI, I am sure, would admit that replacement was not the solution either. However instruments such as the one devised in this study point out areas of conflict, instruction and training to remove the causes, rather than the individuals, seems to be the solution.

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Section VII

SUMMARY AND CONCLUSIONS

The field of intergroup relations and supervisory methods was identified as an area for investigation and a questionnaire was prepared to obtain information on the nature of supervisor-non-supervisor relationships.

The questionnaire consisted of three parts. The first part consisted of status items, from which information about age, marital status, Navy/civilian, length of service, service on present job, etc. was obtained. The second part consisted of forty multiple choice items in the field of supervisor-non-supervisor relationships. There were five choices to each question, and as in the Likert technique, it was assumed that the interval between each was equal. The responses were arranged from unfavorable through neutral to favorable. The final part consisted of open-end questions, from which it was possible to obtain in part the "why" of some of the responses in the second part. The subjects were given an opportunity in this latter section to discuss likes/dislikes about Navy, civilian, male and female supervisors, and to discuss any problems that they had tending to make their job situation less satisfying.

The questionnaire was administered to two groups of male and two groups of female civilian personnel employed at a supply activity in the Ninth Naval District; to a group of Navy enlisted personnel; and finally to a group of Negro and Filipino enlisted personnel.

The reliability of the instrument was determined by the product-moment method, and as corrected by the Spearman Brown formula, was found to be .96.

The supervisors as a group rated higher on their morale scores than the non-supervisory personnel.

The civilians as a group rated higher than the service personnel.

The Negro and Filipino personnel rated lowest of any group.

The Seven recentral women supervisors were more than any other group.

They recentral civilian supervisors more than any other group.

The majority of the comments pointed out that it did not matter the service or rank of the supervisor as long as good supervisory techniques were used.

Although there was wide differences in morale scores between the various groups, there was also even a wide difference among the same group.

The instrument points out areas of shortcoming/conflicts felt by the individuals towards their immediate supervisors.

It is possible to quantitatively compare results between groups with this instrument. The use of common items permits a direct comparison between randomly selected groups.

No ill feeling was caused as a result of giving this questionnaire. Conversely, it appeared to have a therapeutic effect upon the groups to whom it was administered.

The following is a list of the names of the persons who have been elected to the office of the President of the United States since the year 1789.

The first President of the United States was George Washington, who was elected in 1789.

The second President of the United States was John Adams, who was elected in 1797.

The third President of the United States was Thomas Jefferson, who was elected in 1801.

The fourth President of the United States was James Madison, who was elected in 1809.

The fifth President of the United States was James Monroe, who was elected in 1817.

The sixth President of the United States was John Quincy Adams, who was elected in 1825.

The seventh President of the United States was Andrew Jackson, who was elected in 1829.

The eighth President of the United States was Martin Van Buren, who was elected in 1837.

The ninth President of the United States was William Henry Harrison, who was elected in 1841.

The tenth President of the United States was John Tyler, who was elected in 1845.

The eleventh President of the United States was James K. Polk, who was elected in 1846.

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DECLARATION

I, the undersigned, do hereby declare that the foregoing is a true and correct copy of the original as the same appears in the records of the Court.

Witness my hand and seal this 1st day of January, 1911.

JOHN J. HARRIS, Clerk of the Court.

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APPENDIX A

The first part of the paper is devoted to a general
discussion of the problem. It is shown that the
problem is of great importance in the theory of
the differential equations of the second order.
The second part of the paper is devoted to a
detailed study of the problem. It is shown that
the problem is of great importance in the theory
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The third part of the paper is devoted to a
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The fifth part of the paper is devoted to a
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ATTITUDE SURVEY QUESTIONNAIRE

The purpose of this research project is to attempt to bring to light those personal inter-relationships that cause frictions, misunderstandings, and which result in personnel problems and tensions between male and female, military and civilian personnel in supervisory and non-supervisory levels. By getting YOUR frank opinions about those conflicts within the organization within which you are now working, it is hoped that a way will be pointed towards facilitating better understanding between these different levels and types of supervision. Only by getting YOUR opinion concerning what bothers YOU in these relationships now, can it be hoped to improve these relationships later.

Other than YOUR OWN FRANK OPINIONS there are no right and wrong answers to the following questions. Do NOT place your name or any identifying marks upon the questionnaire.

A. My status is as follows (place circle around number of applicable answer):

1. Male, Officer, Married
2. Male, Officer, Single
3. Male, Civilian, Married
4. Male, Civilian, Single
5. Female, Civilian, Married
6. Female, Civilian, Single

B. My age is:

- | | |
|------------------------|------------------------|
| 1. under 20 | 5. over 35 -- under 40 |
| 2. over 20 -- under 25 | 6. over 40 -- under 45 |
| 3. over 25 -- under 30 | 7. over 45 -- under 50 |
| 4. over 30 -- under 35 | 8. over 50 |

C. I have the following service:

1. less than 6 mos.
2. more than 6 mos-less than 1 year
3. more than 1 year-less than 5 years
4. more than 5 years-less than 10 years
5. more than 10 years-less than 15 years
6. more than 15 years-less than 20 years
7. more than 20 years

D. I have been on my present job:

1. less than 6 months
2. more than 6 months-less than 1 year
3. more than 1 year---less than 5 years
4. more than 5 years

E. My immediate supervisor is:

1. Male, Officer, Married
2. Male, Officer, Single
3. Male, Civilian, Married
4. Male, Civilian, Single
5. Female, Civilian, Married
6. Female, Civilian, Single

F. I have supervision over (check most appropriate category):

1. Officers
2. Officers, and Civilians (Male and Female)
3. Officers, and Civilians (Male)
4. Officers, and Civilians (Female)
5. Civilians, (Male and Female)
6. Civilians (Male)
7. Civilians (Female)
8. I exercise no supervision

G. My general impression of those who supervise me is:

1. excellent
2. very good
3. good
4. fair
5. poor

H. My general impression of those whom I supervise is:

1. excellent
2. very good
3. good
4. fair
5. poor

You are requested to answer the following questions by
circling that answer which more closely approximates YOUR
FEELINGS in each case.

1. Do you feel that you do the work and that your supervisor take the credit?
 1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
2. Does your supervisor keep his promises?
 1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
3. Is your supervisor fair and impartial?
 1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
4. Does your supervisor make prompt decisions?
 1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
5. Do you feel that your supervisor considers the welfare of those who work under him?
 1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
6. Do you feel that your supervisor is easy to approach on work problems?
 1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
7. Is your supervisor easy to approach on personal problems?
 1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time

8. Does your supervisor take a personal interest in you?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
9. Do you feel that the methods employed by your supervisor in pointing out mistakes are:
1. poor
 2. fair
 3. good
 4. very good
 5. excellent
10. Do you feel that your supervisor is too personal?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
11. Does your supervisor give you the necessary information about important plans and results which concern you and your work?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
12. Does your supervisor forewarn you about changes that will affect you?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
13. How do you feel that your supervisor compares with other supervisors of your acquaintance? In comparison he is:
1. poor
 2. fair
 3. good
 4. very good
 5. excellent
14. Are you criticized by your supervisor when you do a poor job?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never

15. Do you feel that you are able to put things over on your supervisor?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
16. Do you feel that your supervisor is waiting for you to step out of line?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
17. Does your supervisor fairly assign the unpleasant tasks?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
18. How do you feel towards any person in your section who takes advantage of your supervisor? I
1. strongly approve
 2. approve
 3. neither approve or disapprove
 4. disapprove
 5. strongly disapprove
19. Do you feel that your supervisor allows other persons in the section to get away with the same things that he would not allow you to get away with?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
20. Does your supervisor give you the proper backing up when you are in the right?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
21. Does your supervisor encourage you to offer new ideas and suggestions?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time

22. Do you feel that you or others in your group receive praise or recognition for a job well done?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
23. Do you feel that you are hampered in your work by your supervisor?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
24. Does your supervisor give conflicting or contradictory orders?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
25. Do you feel that you have an opportunity in your job situation to show your supervisor how well you can perform your job?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
26. Do you feel that promotions are going to the best qualified workers?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
27. Do you feel that your supervisor is consistent in the standard of work performance that he requires?
1. never
 2. not often
 3. some of the time
 4. most of the time
 5. all the time
28. How popular is your supervisor with other supervisors?
1. unpopular
 2. slightly less popular than average
 3. average popularity
 4. slightly more popular than average
 5. very popular

29. How popular is your supervisor with the other workers in the group?
1. unpopular
 2. slightly less popular than average
 3. average popularity
 4. slightly more popular than average
 5. very popular
30. How do you think you compare with the other workers in your section? I am
1. far below average
 2. slightly below average
 3. about average
 4. slightly better than average
 5. much better than average
31. I feel that I know what is expected of me in my job
1. quite well
 2. well
 3. average
 4. fair
 5. poor
32. Do you feel that your supervisor has provided training for you so that you can
1. handle only present job with difficulty
 2. handle present job adequately
 3. handle some other jobs other than present job
 4. handle most other jobs as well as present job
 5. handle any other job satisfactorily in the section
33. How do you think your supervisor compares you with the other workers in the section? I feel he considers me among
1. the top group of workers
 2. slightly better than average group
 3. average group
 4. slightly below average group
 5. far below average group
34. Do you feel resentment to Navy type discipline?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
35. Do you feel that civilians resent taking orders from Navy personnel?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never

36. What are your feelings about working for women supervisors?
1. I definitely dislike having a woman supervisor
 2. I dislike having a woman supervisor
 3. I have ^{no} preference for either a male or female supervisor
 4. I like having a woman supervisor
 5. I strongly favor having a woman supervisor
37. What are your feelings about working under a Wave Officer in comparison with a civilian woman supervisor?
1. I definitely dislike having a Wave supervisor
 2. I dislike having a Wave supervisor
 3. I have no preference for either a Wave or civilian woman supervisor
 4. I like having a Wave supervisor
 5. I strongly prefer having a Wave supervisor
38. In general, do you feel that women supervisors pay too much attention to petty details?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
39. In general, do you feel that women supervisors allow personalities to influence their decisions more than men?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never
40. Do you feel that your supervisor does not like to see you get too good on your job or try to get ahead too fast?
1. all the time
 2. most of the time
 3. some of the time
 4. not often
 5. never

You are requested to answer the remaining questions on this questionnaire. You are requested to comment freely and frankly. These opinions will be held confidential and only a study of summarized data will be made.

- I. What do you feel is the best way to get along with your supervisor? (Be specific):
- J. What suggestions do you feel, if heeded, would tend to improve your supervisor in his inter-personal relations on the job? (Be specific):
- K. What do you like most about working for a Navy supervisor?
- L. What do you dislike most about working for a Navy supervisor?
- M. What do you like most about working for a civilian supervisor?
- N. What do you dislike most about working for a civilian supervisor?
- O. What do you like most about working for a male supervisor?
- P. What do you dislike most about working for a male supervisor?
- Q. What do you like most about working for a woman supervisor?

R. What do you dislike most about working for a woman supervisor?

S. The space below is provided for you in case you desire to discuss anything that tends to make YOUR job or job situation less satisfying to you:

Your cooperation in helping with this research project is greatly appreciated.

ATTITUDE SURVEY QUESTIONNAIRE

The purpose of this research project is to attempt to bring to light those personal inter-relationships that cause frictions, misunderstandings, and which result in personnel problems and tensions between male and female, military and civilian personnel in supervisory and non-supervisory levels. By getting YOUR frank opinions about those conflicts within the organization within which you are now working, it is hoped that a way will be pointed towards facilitating better understanding between these different levels and types of supervision. Only by getting YOUR opinion concerning what bothers YOU in these relationships now, can it be hoped to improve these relationships later.

Other than YOUR OWN FRANK OPINIONS there are no right and wrong answers to the following questions. Do NOT place your name or any identifying marks upon the questionnaire.

A. My status is as follows (place circle around number of applicable answer):

- | | |
|------------------------------|------------------------------|
| 1. Male, Officer, Married | 7. Female, Officer, Married |
| 2. Male, Officer, Single | 8. Female, Officer, Single |
| 3. Male, Civilian, Married | 9. Female, Enlisted, Married |
| 4. Male, Civilian, Single | 10. Female, Enlisted, Single |
| 5. Female, Civilian, Married | 11. Male, Enlisted, Married |
| 6. Female, Civilian, Single | 12. Male, Enlisted, Single |

B. My age is:

- | | |
|------------------------|------------------------|
| 1. under 20 | 5. over 35 -- under 40 |
| 2. over 20 -- under 25 | 6. over 40 -- under 45 |
| 3. over 25 -- under 30 | 7. over 45 -- under 50 |
| 4. over 30 -- under 35 | 8. over 50 |

C. I have the following service:

1. less than 6 mos.
2. more than 6 mos-less than 1 year
3. more than 1 year-less than 5 years
4. more than 5 years-less than 10 years
5. more than 10 years-less than 15 years
6. more than 15 years-less than 20 years
7. more than 20 years

D. I have been on my present job:

1. less than 6 months
2. more than 6 months-less than 1 year
3. more than 1 year---less than 5 years
4. more than 5 years

E. My immediate supervisor is:

- | | |
|------------------------------|------------------------------|
| 1. Male, Officer, Married | 7. Female, Officer, Married |
| 2. Male, Officer, Single | 8. Female, Officer, Single |
| 3. Male, Civilian, Married | 9. Female, Unlisted, Married |
| 4. Male, Civilian, Single | 10. Female, Unlisted, Single |
| 5. Female, Civilian, Married | 11. Male, Unlisted, Married |
| 6. Female, Civilian, Single | 12. Male, Enlisted, Single |

F. I have supervision over (check most appropriate category):

1. Officers
2. Officers, and Civilians (Male and Female)
3. Officers, and Civilians (Male)
4. Officers, and Civilians (Female)
5. Civilians, (Male and Female)
6. Civilians (Male)
7. Civilians (Female)
8. I exercise no supervision
9. Other.....(list type).

G. My general impression of those who supervise me is:

1. excellent
2. very good
3. good
4. fair
5. poor

H. My general impression of those whom I supervise is:

1. excellent
2. very good
3. good
4. fair
5. poor

You are requested to answer the following questions by
circling that answer which more closely approximates YOUR
FEELINGS in each case.

ANNOUNCEMENT

Remember 1. That do your best in the best way to get along with your supervisor (the foreman).

Group I

Be a good worker.

Be well as instructed, if orders are given.

Keep the good picture in mind. Do a good day's work in the best way. Do the best you can and do it well.

Get the work done. That is the best way. Do it well. Do it quickly. Do it carefully. Do it thoroughly. Do it with a good attitude. Do it with a good spirit. Do it with a good heart. Do it with a good mind. Do it with a good soul. Do it with a good conscience. Do it with a good reputation. Do it with a good name. Do it with a good life. Do it with a good death.

Do your best in the best of your ability. Do it by the rules and by the supervision.

Do it by the rules; do a good day's work; even if you have to be punished for it. Do it as quickly and as clearly as possible.

Do it with a good attitude.

Do it with a good spirit, a good heart, a good mind, a good soul, a good conscience, a good reputation, a good name, a good life, a good death.

Do the job assigned.

Do the job as fast as you can, do it well, do it quickly, do it carefully, do it thoroughly, do it with a good attitude, do it with a good spirit, do it with a good heart, do it with a good mind, do it with a good soul, do it with a good conscience, do it with a good reputation, do it with a good name, do it with a good life, do it with a good death.

Do work and do it well, do it when told and as quickly as possible.

By producing

as much as you can, as fast as you can, as well as you can, as quickly as you can, as carefully as you can, as thoroughly as you can, with a good attitude, with a good spirit, with a good heart, with a good mind, with a good soul, with a good conscience, with a good reputation, with a good name, with a good life, with a good death.

Group II

Be as you are told and if in any way you are told to do it, do it. Do it with a good attitude, do it with a good spirit, do it with a good heart, do it with a good mind, do it with a good soul, do it with a good conscience, do it with a good reputation, do it with a good name, do it with a good life, do it with a good death.

Cooperate. Do your work well. Pay attention.

Cooperate and if you have a problem, do it with a good attitude, do it with a good spirit, do it with a good heart, do it with a good mind, do it with a good soul, do it with a good conscience, do it with a good reputation, do it with a good name, do it with a good life, do it with a good death.

Appendix C

Question I - Group II (cont.)

Try to do your best. Be serious. Do what you are told to do

Do the work that is required of you and do it well

Do what he asks you to do. Explain to him if you don't understand what he means if you don't quite catch on

Be alert, offer suggestions, be prompt, courteous, accurate, neat in appearance

Cooperate with him and the unit as a whole

Do things their way

Do the work that my job requires accurately. Be fairly quick on the job and try not do things that irritate him or her

Do your work well and help out others in a pinch

To do what is required of you to the best of your ability and not try to pass the buck

Learn your work. Be sure of your work. Only ask questions when a new problem arises. Don't get too personal

By trying to do as much of my work as possible as my supervisor is easily upset.

Group III

I have tried different ways but have failed I do not believe in "playing up" to them, so I do not know

By saying yes at all times

To cooperate and frankly discuss problems

Do your work right, be at work on time; try not to ask too many questions, show respect and you will be respected

Be efficient in your position assignment. Suggest procedures to improve work production

By being a conscientious worker

Show better than average productivity. Base your statements to him on facts. Take as little of his time as possible

The first part of the document is a letter from the President of the United States to the Congress, dated January 11, 1877. The letter is addressed to the Senate and the House of Representatives, and is signed by Rutherford B. Hayes. The letter discusses the recent election and the transfer of power to the new administration. It also mentions the importance of maintaining the Union and the principles of the Constitution.

The second part of the document is a report from the Secretary of the Interior, dated January 11, 1877. The report is addressed to the President and the Congress, and is signed by John W. Foster. The report discusses the state of the public lands and the progress of the Department's work. It also mentions the importance of conserving the natural resources of the country.

The third part of the document is a report from the Secretary of the Treasury, dated January 11, 1877. The report is addressed to the President and the Congress, and is signed by Charles D. Smith. The report discusses the state of the national finances and the progress of the Department's work. It also mentions the importance of maintaining the credit of the United States.

APPENDIX

The first part of the appendix is a list of the public lands in the State of California, as of January 1, 1877. The list is organized by county, and includes the name of the land, the date of the grant, and the name of the grantee. The list is signed by John W. Foster, Secretary of the Interior.

The second part of the appendix is a list of the public lands in the State of Texas, as of January 1, 1877. The list is organized by county, and includes the name of the land, the date of the grant, and the name of the grantee. The list is signed by John W. Foster, Secretary of the Interior.

The third part of the appendix is a list of the public lands in the State of New Mexico, as of January 1, 1877. The list is organized by county, and includes the name of the land, the date of the grant, and the name of the grantee. The list is signed by John W. Foster, Secretary of the Interior.

Appendix C

Question I - Group III (cont.)

To do exactly as he suggests from his own opinion (not our own) otherwise work will be returned to us until it is changed to conform with his ideas

Always agree with him. Do not contradict him or argue with him

To follow his instruction. When in doubt to ask his assistance. Do not go above his head to a higher authority unless you consult him first

Group IV

Do the work to the best of your ability and attend to your own and not others work

Agree, try to help--do your best

To do the job well so that there won't be any question about "getting" or "not getting" along. Do it well enough so there won't be any reason for him to criticize you. If you have any questions, ask him and get better results

Be honest in everything. Consider my supervisor a friend instead of someone who is against me. Confide all the difficulties I encounter in my work to him if he has the power to alter them. Do the work to the best of my ability

Do good work

Do what I am told to do, show a decided interest of my own in the job, and use my initiative at times

To try to please him with my work, and treat him as my superior. Doing the job to the best of my ability

Do as he asks

Do what is expected of me on my job--and my own business

Follow orders and do your work well. Be polite. Have a sense of humor and use common sense

Group V

Learn what is expected of you--then do it and a little more. Keep on your toes--observe. In short, keep your eyes and ears open and your big mouth shut, unless you're asking a question. When as a general rule argue too much over the "why" of it

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Appendix C

Question I - Group V (cont.)

By doing my work to the best of my ability and refraining from letting temper affect my judgments

Be frank, open, and above board in all dealings. Be fair and do your best work

Do my work quickly and accurately; quit complaining about conditions in the office; observe the chain of command more closely

To do as he asks. Regardless of what kind of work is to be done

To have him assign me specific duties and stick to them and not have me doing work for 3 or 4 officers when I am really assigned to one only. To have him be fair in handing out "liberty"

To use a good Navy term "apple polish." Flatter her. Make her think you consider her exceptional in all things

It is an impossibility to get along with my supervisor. Her disposition does not allow her to treat her charges as fellow workers in a civil manner

To do my tasks to the best of my ability. To accept responsibility. To accept new and unusual assignments gracefully. To frankly discuss my problems

Just to do my job and not ask her any questions when she is in a bad mood

Group VI

Get that mother fucker out of here

The thing is you will have to wait until he is on the right side especially when he get out of bed

There is no way. The only way is that I be transferred to some other station or sea

Being in the Navy stick to regulation if he does. Respect if he respect you. But being he is of a superior rate a subordinate can only say so much whether he likes or dislikes

Do your work well. Move when he say do it. Pay attention to his command

To be honestly partial to everyone regardless their nationality

It should be noted that the above information is for informational purposes only and is not intended to be used for any other purpose.

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
DATE 08-11-2010 BY 60322 UCBAW

It is not possible to give a full account of the work of the Commission in this report. The Commission has been very busy in the last few months, and it is not possible to give a full account of the work of the Commission in this report. The Commission has been very busy in the last few months, and it is not possible to give a full account of the work of the Commission in this report.

sent out of all doors to take care to re-engage. (1890)

...the ... of ...

[illegible]

It is an important to not miss this opportunity. The U.S. will also be able to see the changes in the future.

[illegible]

...

1000

100-44388-100

and the fact that the [redacted] was [redacted]

...and the ...

...the ... of ...

1. The first step is to identify the problem. This involves understanding the situation and the goals that need to be achieved. It is important to gather all relevant information and to define the problem clearly.

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Appendix C

Question I - Group VI (cont.)

By working alongside him every minute and never leave his side that way I am sure that he will recognize my usefulness in both labor and cleanliness

Prompt obedience of orders--removal of rats. Give him a kick in the ass when he gets too friendly personal with you

To lick up behind him at all times

Do as you are told and stay out of his way

Question J. What suggestions do you feel, if needed, would tend to improve your supervisor in his inter-personal relations on the job? (Be specific)

Group I

he could be more cheerful in the morning

single with the personnel and understand their problems more

do not set a procedure in effect until absolutely certain it will not be vetoed

give more specific methods of procedure in doing a job. And keep people thoroughly informed on changes

to have more of a personal relation with the employees rather than a strict business attitude

give more specific methods of procedures in doing a job. And keep people thoroughly informed on changes

most situations are not his fault. High brass passes orders down the line and expect compliance. No one here can reasonably put in his two cents worth and receive consideration

induce top management to untie his hands so he can fulfill his responsibilities of his position effectively

when policy changes are made, get the entire unit together and have a general discussion of the change

Group II

Less personal communication between supervisor and employees

If a person does do work wrong let him do it over again correctly

...and

you did to the gods but what you did to all

... ..

Appendix C

Question J - Group II (cont.)

Wouldn't get angry and lash out at one person instead of a group

Be fair with everyone, let work be fairly distributed in his section

To be accurate himself

Having more time to devote to exactly that

Get the latest rules of the job so he can give out information to employees

The supervisor should not be too busy on personal business

He should do things more thoroughly and carefully

None that I know of. She is kind and tolerant and advises us when necessary

Group III

If he did not make employees feel inferior it would help a lot

Try to understand that we are being held responsible for some of the sloppy descriptions written just so that our unit can keep up with the quota

Send every supervisor to Supervisors School

The knowledge that his decisions will be backed by his superiors

Know his personnel and their problems

I think that the supervisor has too much work to accomplish, and leaving her not enough time to devote more time to train and explain the work to the individual worker

Take a more personal interest in his employees

By supervisor asking opinions as to how the work should be done. Workers have many times better ideas than supervisors

The supervisors may know their job, but not any that I've had knowledge to handle people

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Section III

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Appendix C
Question J (cont.)

Group IV

I don't think there is any better. No one is perfect, but he is the best supervisor I've ever had

Develop more personal interest

A little time to become more acquainted with his work, as he is new at the job

Know more specifically how much work has to be done with every task he assigns. Then he would know why the task takes so much time to accomplish

Not to be too straight-laced. He's a wonderful man but I can't talk to him person to person

Group V

If she would try and be more pleasant with the personnel

To show no partiality toward some workers. To allow favors and to distribute the work and expect results equally

I definitely think there could be an improvement

A change of jobs. Maybe if she found a complete new crew to work with her personal feelings would allow her more pleasant working attitudes

Give her a course in the proper manner of handling people

If he was assured of his position rather than worrying about someone stepping in his place. Also insufficient work with an over-abundance of personnel doesn't help inter-personal relations on the job

When a change is made on the station affecting enlisted personnel he should get the group together and "give us the word". Too often only half our officers gets it because the other half are not in the other room that the one in which he is located

If he didn't have so many other bosses

He is a little timid and a little afraid to speak up, even though he knows his point is right

THE

I have been thinking of you a great deal lately, and wondering how you are getting on.

I hope you are well and happy.

I have been thinking of you a great deal lately, and wondering how you are getting on.

I hope you are well and happy.

I have been thinking of you a great deal lately, and wondering how you are getting on.

THE

I have been thinking of you a great deal lately, and wondering how you are getting on.

I hope you are well and happy.

I have been thinking of you a great deal lately, and wondering how you are getting on.

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I hope you are well and happy.

I have been thinking of you a great deal lately, and wondering how you are getting on.

I hope you are well and happy.

Appendix C

Question J - Group V (cont.)

Stop being such an old woman and grandmother type

The chief is about 4.3—as chiefs go. I'll "buy" the way he is

Group VI

He just need someone to talk to his

You can't tell him nothing. Best for him to leave

To stop trying to be a fucking show-off in front of officers; talk to the men as if they were men and not slave-dogs

Think more of the men's feelings and not only of the work to be done

To be fair with all hands

He could stop eating cheese (informing to brass hats) and live with the men instead of trying to live above them and also harm those under him

To be cooperative to all men under him, give no favors to certain groups

Informers should be stayed on instead of promoted. Should mingle more with his men instead of putting himself on a higher level

If you seen R.... (nothing)

Replacement

Question K. What do you like most about working for a Barry supervisor?

Group I

not anything

I like him to act in an advisory capacity only

He is business like and knows regulations and will follow the book. His orders are based on regs.

Impartiality

The following information is being furnished to you for your information only. It is not intended to be used for any other purpose.

Section 1

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Section 2

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Section 3

The following information is being furnished to you for your information only. It is not intended to be used for any other purpose. The information is being furnished to you for your information only. It is not intended to be used for any other purpose.

Section 4

Appendix C
Question 1 (cont.)

Group II

More discipline

He sees that you are properly commended with your job and not let you go on sort of hap-hazardly

They are alright. Most of them are helpful when you need help

They seem more interested in getting the work out. More businesslike

The dignity of an officer lends force to orders and incurs less resentment in carrying out

They know what they want and once the work is finished, it's done

He is strict regardless of whose work it is

Very exacting

They are very specific and stick to details

Group III

I think most Navy supervisors are fair and appreciate the work done by civilians

He usually does not bother you too much in your work

Impartiality

His background of experience usually contributes a lot towards determining field requirements

They do not push you too hard

Group IV

It doesn't make much difference. They're all human beings--whether Navy or civilian

He knows exactly what the more important work is and doesn't bother with minor details

Courteousness. Their unprejudiced attitudes

Their efficient way of doing things

Section 10

Section 10

The first part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

$f(x) = \int_0^x f(t) dt$ and is continuous on the interval $[0, 1]$.

The second part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

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The third part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

$f(x) = \int_0^x f(t) dt$ and is continuous on the interval $[0, 1]$.

The fourth part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

$f(x) = \int_0^x f(t) dt$ and is continuous on the interval $[0, 1]$.

Section 11

The first part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

$f(x) = \int_0^x f(t) dt$ and is continuous on the interval $[0, 1]$.

Section 11

The second part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

$f(x) = \int_0^x f(t) dt$ and is continuous on the interval $[0, 1]$.

Section 12

The first part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

$f(x) = \int_0^x f(t) dt$ and is continuous on the interval $[0, 1]$.

Section 12

The second part of the section is devoted to the study of the properties of the function $f(x)$ which is defined by the equation

Appendix C
Question 8 (cont.)

Group V

There's never doubt as to where you stand. Then I prefer Navy to civilian--I like "navy-style"

More impartial in his assignments and criticisms

All in this together--brothers under the same skin

They give an order and expect it to be carried out

They are understanding. They realize your situation and understand the rules and regs you must follow

They know and understand how you feel about the work

They don't hang over your shoulder to see if the work gets done

Being in the Navy, it's the only logical type of supervision

They understand about time taken for other military requirements and other Navy activities. Their mental attitude is much the same as mine

I have more confidence in them

They don't begrudge you some of the liberties you are given

Group VI

Not a god damned thing

Some of them tell you what to do and leave you alone to do your work

You can call on the boss when he wishes to employ his own methods

He is strictly a regulation leader

I like the way they handle their men

They are easier to work for

All right if your supervisor is fair

Friendly

He knows just what to do

Section I

The first part of the paper deals with the general principles of the subject.

The second part of the paper deals with the specific details of the subject.

The third part of the paper deals with the practical application of the subject.

The fourth part of the paper deals with the conclusions of the paper.

The fifth part of the paper deals with the references of the paper.

The sixth part of the paper deals with the acknowledgments of the paper.

The seventh part of the paper deals with the appendix of the paper.

The eighth part of the paper deals with the index of the paper.

The ninth part of the paper deals with the summary of the paper.

The tenth part of the paper deals with the conclusion of the paper.

The eleventh part of the paper deals with the references of the paper.

Section II

The first part of the paper deals with the general principles of the subject.

The second part of the paper deals with the specific details of the subject.

The third part of the paper deals with the practical application of the subject.

The fourth part of the paper deals with the conclusions of the paper.

The fifth part of the paper deals with the references of the paper.

The sixth part of the paper deals with the acknowledgments of the paper.

The seventh part of the paper deals with the appendix of the paper.

The eighth part of the paper deals with the index of the paper.

The ninth part of the paper deals with the summary of the paper.

Appendix C

Question K - Group VI (cont.)

They understand that your work is never done

I just like the Navy

Question L. What do you dislike most about working for a RAAF as a civilian?

Group I

lack of a definite instruction and orientation

they are too strict and abide too much by Navy rules rather than business rules

talks to people like dirt or third class women. Most officers rate themselves too high

they are generally hampered in efficiency and lost by Navy logs and top management

too much of a militaristic mind, believe the same thing can be done to civilians as can be done to navy personnel

the tendency to adopt the policy of this is right because I'm Navy and Navy is always right

trying to use Navy tactics on civilians and that don't work

everything

nothing

Group II

They seem to minimize the importance of a civilian job

sometimes can become too domineering

Discipline is the most important thing to him from the time you start to the time you end

They throw around their authority and let the civilians do all the work

Don't like them when they think they are better than anyone else

They sometimes think they are better than the rest

The following are the results of the survey.

1. The first group

2. The second group

Part I

The first group

The second group

The third group

The fourth group

The fifth group

The sixth group

The seventh group

The eighth group

The ninth group

Part II

The first group

The second group

The third group

The fourth group

The fifth group

The sixth group

Appendix C

Question 1 - Group II (cont.)

Everything has to be too exact or perfect. It's nice to be that way but it should be overlooked at times

Group III

They worry too much about red tape

They expect immediate service

No dislikes. The individual personality is the determining factor

Those gold bars won't hold them up forever

He is usually uninformed about civil service rules; is usually only interested in his promotion, not the civilians

All things must be done the Navy way regardless

Changing of personnel by transfer too often

Group IV

Their superiority

Some of them carry a far too superior attitude

Their "I don't care" attitude

Cannot become too friendly with him

Group V

That the credit of a job well done always goes to the officer, not his subordinates

Some Navy supervisors are a little rate or rank hungry

Every now and then they give you the old story of being on call "twenty-four" hours per day

No consideration for off-duty hours

On call 24 hours a day. Living on base—too close to your work and can be called back too readily

Sometimes you get one who stresses this "because I say" —while rate-pulling.

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Section 1

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Appendix C
Question 1. (cont.)

Group VI

None of them do not know how to run the navy or army

If he treat all men right it is ok

I don't dislike working for Navy supervisors

You can't get any favors through him

Distasteful attitude and feel one must jump like a rabbit at their slightest request

Practically everything

Some don't know how to work men

Question 2. What do you like most about working for a civilian supervisor?

Group I

they act more like our equal

they are eye to eye with you

a civilian supervisor should understand the problem confronting a civilian employee, and better relations should result

no caste system is involved

they are usually stable and philosophical in business relationships

they are more of business men and women and tend to see things in the same light as we do

more understanding, less criticism

can argue your point

Group II

They understand your problems more

They seem to be fair

100

100

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Appendix C

Question II - Group II (cont.)

Except for higher rating they are in the same boat as you are

He have more in common. Like to leave work

Seem to have more understanding regarding personnel and business matters

They seem to understand another civilians aggressiveness better than a Navy supervisor.

Group III

Doesn't have that military attitude

They have the civilian viewpoint

He has more understanding for the personnel problems

Presents ideas in an informal way

He is more able to understand his employees personal problems

You can discuss matters with him better

He usually remains in one locality and a permanently located supervisory personnel is highly desirable

They have the same problems

Group IV

Can become friendly with him; but not such warm than with Navy

His fairness

His desire to do a good job

Friendlyness

They feel like and are like one of us

Group V

As Navy under civilian supervisor--I don't like anything about it

You can quit when you want

When secure time comes, usually they quit

Section 1 - General

The purpose of this document is to provide a comprehensive overview of the project and its objectives.

The project is designed to address the current challenges faced by the organization.

The project will be implemented in a phased manner, with the first phase focusing on the initial assessment.

The project team is composed of experts in the field, ensuring the highest quality of work.

Section 2

The project will be implemented in a phased manner, with the first phase focusing on the initial assessment.

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The project team is composed of experts in the field, ensuring the highest quality of work.

The project will be implemented in a phased manner, with the first phase focusing on the initial assessment.

Appendix C

Question II - Group V (cont.)

Nothing--I think Navy personnel should work under Navy

They are less strict when it comes to discipline

Respect civilians in most cases

Group VI

I don't like

Some of them are nice and realize the great advantage they have over you but disregard it

It won't make any difference whether civilian or serviceman

You can abuse them and only get fired

They don't know how to give orders

Never worked for one

Friendly

Question II. What do you dislike most about working for a civilian supervisor?

Group I

lack of specific instruction and orientation

I don't

they have a tendency to look out for themselves too much

if a person gets along with a supervisor then he takes work away for him or her

the same prejudices that I might have for any man or woman as far as personalities are concerned

only some of their dispositions and temperaments

Group II

Not enough authority or final say-so

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...and the

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continued on inside back cover

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... ..

and open shell nuclei at half the pressure = 0.22 eV (about 10% above the closed shell value).

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DATE 08-01-2001 BY 60322 UCBAW

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an-yes I can't be yitending the same job

Appendix C
Question 8 (cont.)

Group III

Too much on the slave driver style

Frequently of a non-Navy background and not aware of the special problems arising in Navy

His desire to get ahead too fast

I don't dislike anything

Some supervisors don't even speak a personal word or greeting with an employee and feel too far superior toward him

Many are good technical men but poor supervisors

Once we have them are afraid of their job so they play up to their seniors

Group IV

Prejudice

Too businesslike

Cannot understand Navy problems

Group V

They seem to resent that you have a few privileges

They seem to resent Navys and make working conditions as uncomfortable as possible. They resent time taken for Navy instruction--tests, etc.

Their interest is in civilian personnel and not in Navy

Had I desired civilian supervisor I would have remained in civilian life

They always act as though they are underpaid

They are always picky about the work and are always trying to find something wrong with it

They do not have to follow our rules and regulations. We are under strict discipline--they aren't. If they want to quit they can--we must take it

Their attitude against Navy and their general opinion

Section 1

The first of the three main parts of the report is a description of the work done during the period covered by the report. This is followed by a summary of the results of the work.

The second part of the report is a description of the work done during the period covered by the report.

The third part of the report is a description of the work done during the period covered by the report.

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The fifth part of the report is a description of the work done during the period covered by the report.

The sixth part of the report is a description of the work done during the period covered by the report.

Section 2

The first part of the report is a description of the work done during the period covered by the report.

The second part of the report is a description of the work done during the period covered by the report.

The third part of the report is a description of the work done during the period covered by the report.

Section 3

The first part of the report is a description of the work done during the period covered by the report.

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The seventh part of the report is a description of the work done during the period covered by the report.

The eighth part of the report is a description of the work done during the period covered by the report.

Appendix C

Question B - Group V (cont.)

Not enough in common

Because they are not fair in their judgments toward Navy personnel

In Navy under a civilian supervisor, I dislike the whole set-up

Group VI

Cause you

If he is a civilian and treat me right is ok

Don't know

To much work and responsibility

I don't dislike

Either take advantage of the Navy Reg and hold it over your head and no matter what he does you have no regulation to put on him

They know when their day work is done but feel that yours is never

No reason at all

Question C. What do you like most about working for a male supervisor?

Group I

Being a male myself, I get along better with men

They understand problems more clearly than women

he generally has more patience

their innate stability

he has more of a feeling for his people than a female supervisor would have

more emotionally stable

more to the point and exact on what should be done. Think first then give orders

Seem to be more on the same level

less emotional

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II

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Appendix C
Question C (cont.)

Group II

They are not usually prejudiced

They are more demanding and their attention is more to the work than to personal individuals

They seem to be easier to get along with

They are usually impartial

Most male supervisors are less personal and more exact in details

They seem impartial

Group III

I believe a man can get more done

They give you a job to do and leave you alone

He has a better judgment in setting up his work

No personalities

The knowledge that in his own personal life he faces the same problems that I do and is more apt to treat his employees respectfully

They are easier to talk to

Usually always on the job, seldom absent

They have the same personal problems

personalities are not as apt to influence a man and every detail is not over-stressed.

Group IV

They are more considerate

He seems to be more fair and does not pay much attention to unimportant details

They allow you to do your own share of the work without interference

They seem to favor women

Appendix C
Question C (cont.)

Group V

His ability to handle women and keep them happy in their jobs. Then, too, men are much more appreciative

They are less concerned about the petty details and as a general rule easier to get along with

More even tempered

Generally considerate of their personnel

They are understanding and hold no grudge against you personally

There is more understanding and consideration from them

They take you out and buy you a drink occasionally

Men aren't as apt to be as petty as women supervisors and generally keep personal matters out of the office

They are fairer and much easier to work with

They are easier to talk to. No partiality is shown.

Group VI

I neither like or dislike

Most men can understand another man

You can approach him as a man on any problem. You are not afraid to say anything for he is just another man

He would not be as strict as a woman

I can handle him without bitten gloves

Friendly

Question F. What do you dislike most about working for a male supervisor?

Group I

None and if they take advantage of me nothing

Section 1

The first of the two main parts of the report is a description of the work done during the year. This is followed by a summary of the results of the work.

The second part of the report is a discussion of the results of the work.

The third part of the report is a conclusion.

The fourth part of the report is a list of references.

The fifth part of the report is a list of figures.

The sixth part of the report is a list of tables.

The seventh part of the report is a list of appendices.

The eighth part of the report is a list of footnotes.

The ninth part of the report is a list of references.

Section 2

The first part of the second section is a description of the work done during the year.

The second part of the second section is a summary of the results of the work.

The third part of the second section is a discussion of the results of the work.

The fourth part of the second section is a conclusion.

The fifth part of the second section is a list of references.

The sixth part of the second section is a list of figures.

The seventh part of the second section is a list of tables.

The eighth part of the second section is a list of appendices.

The ninth part of the second section is a list of footnotes.

Section 3

The first part of the third section is a description of the work done during the year.

The second part of the third section is a summary of the results of the work.

Appendix C
Question F (cont.)

Group II

At times they push one so much

They sometimes ignore the females and help the men more to get ahead

Group III

Do not consider you as high as they and look down on you

No dislikes

He is apt to let his desire to improve his standing with his supervisor

His favoritism towards a few selected ones who know well how to bluff

Some are too considerate to female employees

Group IV

They seem dominating

Some male supervisors have a tendency to discredit suggestions made by a woman

No personal interest

They are so nosy!!

Group V

At times they are a trifle crude

I prefer a man anytime to a woman

They "kick" when your boy friends visit you at your work

Impatience

Hearing of their personal experiences

Nothing in general. I usually get along with them

Their assumed masculine superiority--but learn the hard way that is usually humbled (bless them)

Group VI

I do not dislike working for a male supervisor

Section 1

At this time we are in the process of...

Section 2

It is our intention to...

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Section 3

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Section 4

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Section 5

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Appendix C

Question P - Group VI (cont.)

He expects you to do the heaviest work

I dislike them if they are indifferent and easily excited and if they have the engineering attitude

To see them stand around and point out things to do when you are doing something else

Question 4. What do you like most about working for a woman supervisor?

Group I

Some are more pleasing to look at

no discrimination

I would not like to work for a woman supervisor at all

Group II

Get out my attitude

Generally sympathetic. There is common

She understands

Can discuss personal problems more freely

Group III

Do not like women supervisors

A woman supervisor shows usually a better understanding for an employee's mistakes and tries not to discourage and hurt him in his efforts

Male or female makes no difference as long as the supervisor is fully aware of the requirements of the job and leads his workers to an orderly, correct solution of the problem of the day

Get thoroughly accurate information

Group IV

Getting things out on schedule

Their personal concern

the results of the investigation.

I am sure that the results of the investigation will be of great value to the community.

The results of the investigation will be of great value to the community.

The results of the investigation will be of great value to the community.

Section I

The results of the investigation will be of great value to the community.

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Section II

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Section III

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The results of the investigation will be of great value to the community.

The results of the investigation will be of great value to the community.

Section IV

The results of the investigation will be of great value to the community.

The results of the investigation will be of great value to the community.

Appendix C

Question 2 - Group IV (cont.)

None of a personal interest

As long as any person knows his or her job and is fair with all employees, I see no difference. All are human regardless. It is always good to be told when a good job is done as well as a poor one

It's easier to take orders from a woman

Answer I

Nothing. Women are ok—don't get so wrong—but they won't just let you do your job—they generally drag personalities into it

I don't like them

If she is considerate and understanding and can handle people I like one very much

I strongly prefer male supervisors as I have no liking for a woman supervisor

Too much pettiness

Answer II

Kindness

She can understand things better than men can

They like to talk too much for me

I never did like the idea. I find a woman supervisor is master in her work. There not here I can say for them

I dislike it

Clean surroundings, light work and kindness

They're women

If she treat all hand fair is ok.

Question 3. What do you dislike most about working for a woman supervisor?

Answer I

a woman as a supervisor is by nature has a tendency to be persuaded to change her position in a matter

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Appendix C

Question B - Group I (cont.)

personalities enter in too much

a woman supervisor is too picky and more or less looks for something to blather about

too personal. They can call each other bastards and still get the work out. Its in fun. Women get too petty and complaining.

their innate instability

no dislikes

women are women

they usually get excited too easily

unfairness

Group II

A woman is a supervisory capacity seems to get too job conscious and wants everyone to keep his nose to the grind

Superiority shows too much favoritism

Too much personality enters into it

They seem to be more stern with other females

They are critical of what the girls wear and how they look. Except more from you

Group III

Too bossy

Women seem to let a little more of authority go to their head and too often show favoritism

Too fickle

A woman supervisor depends too much on her mood in dealing with the personnel

Should not be used to supervise men

I dislike even the idea of working for a woman

January 2
January 3 - 1944

January 4 - 1944

January 5 - 1944

January 6 - 1944

January 7 - 1944

January 8 - 1944

January 9 - 1944

January 10 - 1944

January 11 - 1944

January 12 - 1944

January 13 - 1944

January 14 - 1944

January 15 - 1944

January 16 - 1944

January 17 - 1944

January 18 - 1944

January 19 - 1944

January 20 - 1944

Appendix C
Question A (cont.)

Group IV

A woman never makes a good supervisor. Women as a rule are always jealous of each other

Jealousy among other co-workers

They're more temperamental than men

Group V

Too precise

Some are ok but some are very irritable if they have personal trouble at home

In most cases a woman is not qualified for supervision

The attitude women with authority acquire. They feel above your level in every aspect

They are petty and are usually very hard on another woman

They are too curious about your private life

There is too much jealousy and pettiness

Too fussy about details. Like to show their authority

Hold grudges, temperamental, lacks tact and diplomacy in giving orders

Her tendency to be too "bossy"

Women never forget they are dealing with another woman--personalities enter into it too much

Group VI

She expect your work to be beautifying and satisfactory and also clean

Most of them I find impartial. Their attitudes are different from men. I find a woman easier to have something put over on

If they don't like you then look out for troubles

Some think their face is better than you

Section II

I have never before seen a man so full of life and energy as you are.

The more I know of you, the more I am convinced that you are a man of great ability and high character.

Section I

The first

thing I noticed when I met you was your friendly smile and the way you looked at me with such interest.

It was as if you were saying to me, "I am glad to meet you."

The whole conversation was very pleasant and I felt at home from the first.

You are very kind and I am sure you will be a great help to me.

Thank you very much for your kind words.

I am sure you will be a great help to me.

The first thing I noticed when I met you was your friendly smile and the way you looked at me with such interest.

It was as if you were saying to me, "I am glad to meet you."

The whole conversation was very pleasant and I felt at home from the first.

Section II

I have never before seen a man so full of life and energy as you are.

The more I know of you, the more I am convinced that you are a man of great ability and high character.

The first thing I noticed when I met you was your friendly smile and the way you looked at me with such interest.

It was as if you were saying to me, "I am glad to meet you."

The whole conversation was very pleasant and I felt at home from the first.

Appendix C (cont.)

Question 8. The space below is provided for you to state your answer to discuss anything that tends to make YOUR job or job allocation less satisfying to you:

Group I

The place of business is too corrupt

Too many short-sighted procedural changes instigated by an inexperienced planning and management control staff, against the better judgment of the more experienced stock control division personnel.

Passing out rates to unqualified people. Any jerk who worked a few years in his father's grocery store is a buyer and rates a C&F 8. The poor guy who learns the hard way after lunch and watches the numbers get scratched and soon says what the hell's the use and becomes a loafer too. The motto here seems to be, "Be as little as possible." In short. This is the worst place I have ever worked in regards to morale, fair play and teamwork. Everyone seems to be pulling his own little cart and the hell with the rest guy. No cooperation at all between sections and divisions. I would say this section is held up by about 15 good people. If they would leave, the place would fall apart. These people have taken it upon themselves to find things out, call attention to difficulties and do something about it. I feel most of the people here couldn't hold a decent job outside.

Again, a lack of orientation, for new as well as old employees, as to the over-all picture of what we are doing.

I think that personnel who make a few mistakes due to pressure of a work load should not be condemned but should be allowed to prove their accuracy when not under pressure. This is not practiced often enough.

I believe some Navy personnel dislike having civilian personnel supervise them or work with them. They try to run down individuals.

The fact that under Navy supervision I feel advancement for these individuals of the minority group have little chance for advancement, regardless of ability and initiative.

Group II

The only dissatisfaction I experience is the fact that the people who are entirely remote from the actual specific working conditions involved make the rules and regulations governing these conditions. There is no one better qualified to evaluate what is most conducive to his or her own efficiency than the individual involved. Personal attention cannot be given to individuals in a large organization but too often individuals are entirely a victim of the system which completely curtails their ability.

Question 1. The main idea is to show that the
distance between two points is the same as the
distance between their projections on the line.

Proof

The line is horizontal in the diagram.

The two points are labeled A and B. The line is labeled L. The distance between A and B is labeled d. The distance between the projections of A and B on L is labeled d'.

Let A' and B' be the projections of A and B on L. Then A'B' is the distance between the projections of A and B on L. We want to show that d = d'.
Consider the right triangle ABA'. The hypotenuse is AB, the base is A'B', and the height is AA'. By the Pythagorean theorem, we have
 $d^2 = d'^2 + AA'^2$
Similarly, for the right triangle BBA', we have
 $d^2 = d'^2 + BB'^2$
Since AA' and BB' are both perpendicular to L, they are parallel. Therefore, AA' = BB'. Substituting this into the second equation, we get
 $d^2 = d'^2 + AA'^2$
which is the same as the first equation. Therefore, d = d'.

Q.E.D. The distance between two points is the same as the distance between their projections on the line.

I think that the main idea is to show that the distance between two points is the same as the distance between their projections on the line.

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The main idea is to show that the distance between two points is the same as the distance between their projections on the line.

Proof

The main idea is to show that the distance between two points is the same as the distance between their projections on the line. Consider the right triangle ABA'. The hypotenuse is AB, the base is A'B', and the height is AA'. By the Pythagorean theorem, we have
 $d^2 = d'^2 + AA'^2$
Similarly, for the right triangle BBA', we have
 $d^2 = d'^2 + BB'^2$
Since AA' and BB' are both perpendicular to L, they are parallel. Therefore, AA' = BB'. Substituting this into the second equation, we get
 $d^2 = d'^2 + AA'^2$
which is the same as the first equation. Therefore, d = d'.

Appendix C

Question 3 - Group II (cont.)

I feel foolish answering these foolish questions

I dislike doing other peoples work when they can handle it themselves. If they can't, it should be explained to me. This is especially true when the work is supposed to be done by someone in another section with a higher grade.

Group III

The fact that the supervisor makes me feel inferior makes the job less satisfying than any other factor.

I admire and respect a supervisor who is able to hear out and evaluate the merits of a proposal which is in absolute contradiction to his plans. A supervisor must be able to see overall perspective in his section, at the same time clearing petty details upon which the success of a plan often hinges.

A sore subject is correspondence, drawings, etc. It passes through too many hands. For instance a Chicago supplier can mail an urgently required drawing to _____. It has taken up to 7 days to reach the individual who asked for it. On the other hand if it is sent straight to the individual delivery can and has been effected in less than 24 hours!

When a civilian is working for the military he is working for a living as though he were working for private industries. He doesn't especially care for registration. Then he is late or forgets to record his time. It seems unnecessary to make such an enormous issue of it.

I would feel much happier in my job if the higher-ups, and the immediate supervisors, would exchange from time to time a personal word or greeting with me. This concerns civilian and military supervisors likewise. It gives you the feeling that you are not just another number in the chain of employees (no. 2315). A word of encouragement by those higher-ups would be a great morale booster. Smith can be too busy to say that he has no time for a casual greeting or that he or she feels it under his or her dignity to talk to a subordinate employee.

A good supervisor should always be on the job before 8 a.m. no matter if he lives in Chicago or not. He can't expect his workers to settle down to work at 8 a.m. if he isn't there himself. He should know what his workers are doing and where they are at all times and insist that his workers do not spend 1/2 their time visiting.

Workers who want to eat with their wives who have different lunch hours should be transferred to their wives sections as it is just as time taken on long lunch period. Each person should be treated the same.

I have been thinking of you very much lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you. I have been thinking of you very much lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you.

My dear friend,

The time has come when I must say to you that I am leaving you. I have been thinking of you very much lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you. I have been thinking of you very much lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you.

A new chapter in my life is opening, and I must leave you. I have been thinking of you very much lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you. I have been thinking of you very much lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you.

I would have been very glad to see you, but I have been very busy lately, and I have managed to find some time to write to you. I have been thinking of you very much lately, and wondering how you are getting on. I hope you are well and happy. I have been very busy lately, but I have managed to find some time to write to you.

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Appendix G

Question II - Group III (cont.)

I believe that _____ is completely disorganized. You have to be on the so-called "friendly train" to advance. It is who you are "friendly" with with not your ability to do a job. There is too much indifference in this office. There is not a relaxing, or co-operation among the employees. The supervisors are mostly from _____ and only their friends seem to be advancing. Also they do not know how to handle personnel. A good example of who gets the new ratings, the last three years that were supposed to be created, I never got the ratings, no one knew they were even, no one found out, complained, so a bulletin came out that everyone was supposed to be given a chance at it, but the same three men kept the ruling and my record was not even removed from the files.

Group IV

I am very pleased with my job and there are a few things that get under my skin sometimes. I usually blame those things on myself because at other times the same thing might happen and not bother me in the least. Every place I've worked there was always a few dislikes, but after you realize the difficulties, you find that things aren't as bad as they seem and could be worse.

I feel my job is satisfactory. I get along with my superiors and when I fail it is because of my own shortcomings. But, I find the criticism gossip and rumors among personnel damaging and harmful toward my job, and this causes me, if anything, to feel dissatisfied.

No chance for advancement is a big factor which tends to cause my dislike of job. Otherwise I like it very much.

Group V

I would be much nicer to work if when you ask your supervisor anything pertaining to the work that you would get an answer in a nice tone of voice instead of being talked to just like you are an idiot and that she hurts herself to answer a person.

I do believe a supervisor should only be qualified for that type of job if he or she could have a very nice personality and able to get along with people.

My job would be more satisfying if I felt that the boss was fully aware of my duties and tasks and the work accomplished by me--and the "big event" achieving an end. Also if the work assigned to my subordinates could be more equally distributed. If one of these men could be impressed with the fact that he must do the assigned work when assigned and not to be allowed to do as he pleases and when he pleases.

I believe that the first lesson in the study of the human mind is to understand the nature of the mind itself. It is not a simple matter, for the mind is a complex and mysterious organ. It is the seat of our thoughts, feelings, and actions. It is the source of our knowledge and the center of our being. To study the mind is to study the very essence of what it means to be human.

Section I

I am very pleased with you. You have done very well in your first lesson. You have shown a great deal of interest and a willingness to learn. This is a very good start. I hope you will continue to work hard and make even greater progress in the future.

I feel that you are doing very well. I am sure that you will continue to improve and that you will be able to handle more difficult lessons in the future. I am very proud of you and I hope you are proud of yourself.

As you can see, the first lesson is a very important one. It is the foundation upon which all other lessons are built. I hope you will find it as interesting and useful as I do.

Section II

I would be very glad to see you again. I am sure that you will find the second lesson just as interesting and useful as the first. I am sure that you will be able to handle it with ease.

I do believe that the second lesson will be very helpful to you. It will give you a better understanding of the mind and its functions. I am sure that you will find it as interesting and useful as the first.

It is very important that you continue to work hard and make progress in your studies. I am sure that you will be able to do so if you keep up your good habits. I am very proud of you and I hope you are proud of yourself.

Appendix C

Question 5 - Group V (cont.)

I would like a male (preferably Navy) supervisor who shows no hostility, gives credit where credit is due. Amen!

My supervisor is an ex-first class stenciler. It is impossible to understand her reasons for treating Naval personnel with such reserve. She respects military people and seems to enjoy working with them in her office with their officers and CPOs. She seems to be a frustrated old maid and dislikes the camaraderie between sailors and Naves. She has created such an airless climate around herself and is completely without friends in the office. People leave a room when she enters. This is an intense dislike toward my supervisor this is a very biased report.

This does hardly apply to my job, inasmuch as I don't have a specified assigned position. To describe the discrepancy would be too vague, as I don't know from one day to another as to what my assignment will be. Being of the same making as my supervisor puts him in an awkward position, as a result I am assigned the work that he doesn't want to do himself.

In the office I work in the same confusion seems to happen every time a "change" comes about for training duty. After two years in an office that handles records creates a person would think that in time that the department would be at a point where there is a minimum error. Still at this date people report about without orders (they still get lost), many of orders are wrong, and numerous other discrepancies occur. The result is "perpetual confusion."

Just get rid of the civilians; that is just what is one year on the SEA is another. I could much rather have a civilian tell me what to do than my civilian (male or female).

In one instance the supposed ignorance (by some) of received knowledge tends to place some work on other individuals. Transfer of others also puts more work onto others as it is thought about to leave such a worker alone and avoid any complaints or disturbances. Refusal to do certain jobs which are then placed upon someone else.

My particular complaint is that I have two way supervisors. Primary duty is given to the branch chief, leaving me considerable open time. My spare time is devoted to another section, making it necessary for me to do at least two jobs, neither one of which needs to be long. Complaints and criticisms given always are for my primary supervisor and do not in any way fit my enlisted supervisor. Since I am qualified in my rate, I do not enjoy doing work that my competent non-rated men could do as well. The job I have been assigned on this station has stringency, rather than laxness, of opinion that the Navy does not, in fact mean, utilize the best, best civilian and enlisted, in the best possible manner.

Appendix C

Question II - Group V (cont.)

My job is sometimes a bit boring, but never unsatisfying. But my job—
since it becomes routine—is a bit boring. Whether or not "you" become
bored is up to you. On the whole I wouldn't work anywhere else on the
station if given a choice in the matter.

As I like my job and most of the people I work with I have no complaints
to make.

Question VI

I think my chief is well liked and should be put out of the navy or soon as
possible because he is no good. The reason I hate him is he just wants to
work you all of the time never no day off. 1. He says life is unusual
affairs to such. 2. He doesn't keep his word. 3. He brings down the
mood of the men. 4. He wants to see some miserable in food. 5. He has
up his back a chief which he is not and don't seem good up to his
superiority. He wants to be the boss and not just one of the men
but in the Navy there is none one man show every one in the show. But
this man thinks he is the show. And I don't working under such supervision.
As far as the Navy is concerned I like it.

If they would take pity on me and get that low chief out of here every-
thing would be all right he stay on your back to such. His former
leader got a good break but the one don't get a hard time. I don't like
him at all because he is no good to us or to any ship.

There is a little bad around where I work at someone is all ways own your
back. We just work to hard. I have been on this one job for a year and
2 1/2 months. They told me you will get a new job soon. Some people come
and work their end and are going in a few days about 4 or 5. I was intend
to make a career out of the navy but not like this. Some of the hard
people should try and please do something before he kill us all over the
job. Sometimes he is drunk and stay over our back and that is not right you
know that your self.

First he is the worst person and I have ever worked for he is no good. Never
understand anything you ask him but always wants down from you and last he
is just a no good fat, poor thing, _____ need to be gone right
this minute. Thank you

I feel that the only way I can get along with my supervisor if he was just
I don't take anything for this one. I do like working for a civilian
supervision

I would like very much to leave here because I can't get along with the
one that are over me. I would like very much to get back on a very
nice ship.

Appendix C

Question 5 - Group VI (cont.)

The supervisor in charge here often tend to put too much down pressure on the non-union members when difficulty between different sections or they tend stirring up men (who were friends of mine) and causing them to get in quarrels.

The few things the Chief do wrong is not enlist personnel from the French French crew and he will give him a plate and a special beer after the boys be late he will give them no plate and it is three days from the French French come over every day and that is not right.

They won't give me one of the houses that provide for naval personnel even though I know that I have got enough points (they go by a point system) to get one. The only reason that I can see is that I am a negro.

I feel that in the steward's branch I take more gripes and insults than most men in other branches. For instance, when officers come visiting in the morning, when their stinks up more than they should which is to make sure that the steward makes it over. You take gripes and insults about the food and you are not the one who prepares it. Most officers are not satisfied with the work you do for them. Their surroundings are never good enough for them or their guests. If he is embarrassed you have to humor him, if he is angry you have to be a comedian or jester to entertain the crew. My job is like that of a housewife and a comedian who lives with an invalid or ill minded human. If we could (officers and stewards) live and cooperate with one another I am sure that my job would be a pleasant one, but with their gripes, lateness for duty and using their rank to frighten us into obeying, I am sure that the stewards will always live in a career of slavery.

In my own words I would like to express first what I think about him. He is sometimes good, sometimes bad about what side of the head he put on. He only think about his self. He is lazy and sometimes like to do his work. I don't like him one bit.

_____ is the only man in the hold that I don't give a good God damn about. If he leave this station today I would fill a lot better that I am because so many boys have left here. And a lot of them would be here now if that Father Jackson was not here. That his fat son of a bitch. Don't let out of a bitch now.

As for the Navy enlisted personnel I consider the largest part. I think that the enlisted men are able to have anything to say or do on the way it run. There are many situations when chief officer decide in which I like his decision unfair because he feel out and has not had consultation with the commanding and giving the enlisted. He has a few jobs that he does not have the standard and discipline of those he judge. This I think is the situation between enlisted personnel and enlisted personnel.

Appendix C

Question 8 - Group VI (cont.)

I would like very much, if you could get Chief _____ out of this _____ as soon because not any of the boys do not like him at all.

My own job is my own. My supervisor is my own because he does not let me work by day in or a week long but that is to show how to work.

I like all of the supervisor but some of this are not right as I like to be under a supervisor than to be working under this.

If we could get a leading party officer in the place of this one we get the place would be one hundred per cent better because the one we get we have to take so much garbage off and there isn't anything we can do because he being with every officer that come on the station, with a rank from a 1st. major, so that the reason you can't get rid of him.

The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1863.

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